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ABSTRACT

This manual describes an approach to training provided by the Peace Corps that is known as community-based or Fully Integrated Training (FIT). FIT is a decentralized training program, in which trainees are divided into small groups and placed in separate communities for the duration of the preservice training program. The main part of the manual is organized in three chapters. Chapter 1 provides a basic overview of the training design, followed by a step-by-step guide to planning and developing a community-based training program. It deals in basic terms with setting up or structuring the program in the field. These steps are divided into major categories of logistics, community-based training content, and training seminars. Chapter 2 provides more detailed discussion of some of the key elements that define the decentralized training model: questions about decentralization, site selection, characteristics of the smaller training groups, integration of the elements of training, and the expanded role of both host-country national personnel and village-based staff. The discussions are illustrated with examples of how the model was implemented in some countries. The third chapter provides a more detailed discussion of the following issues presented in the first section: training content, staffing and staff training, administrative support, budget considerations, logistics, and inservice training (IST). The manual contains eight appendixes that include the following: housing criteria, site criteria, family checklist, and three case studies of community-based training in Guyana, Benin, and Sri Lanka. (KC)

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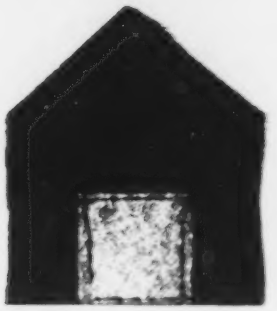
FOREWARD

This manual outlines and describes an approach to training which we refer to as community-based, and which has also been called Fully Integrated Training (FIT). FIT is a decentralized training program, in which Trainees are divided into small groups and placed in separate communities for the duration of the Pre-Service Training program. Working and living in villages or neighborhoods, Trainees receive formal training while independently practicing specific skills at the local level. In this way, all aspects of training (language, cultural, technical, health and safety) are integrated through daily practice in an environment in which Trainees can discover and perfect their own opportunities for learning. While FIT is a handy acronym, many people call it "Community-Based Training," or "Decentralized Training," which might better describe the actual training approach. Whatever it is called, this kind of training encourages Trainees to be independent and self-reliant, so that they leave the training program with a high level of self-confidence to begin working effectively and independently as Peace Corps Volunteers.

FIT was pioneered in Nicaragua in 1994 and has since been adopted, with area-specific modifications, more than a dozen countries in all the Peace Corps regions. There is no claim that a community-based model provides a cookie-cutter solution to all the problems of Peace Corps training, nor that the model is practical in every country. The manual describes only one new approach to training that has shown great promise in the field, to encourage people involved in training to think of alternatives that might give better training results in their own countries. There is no rush to throw off traditional training models that have worked well in the past, but it is important to take a fresh look at those programs to justify and strengthen the elements that work best, while drawing from new ideas to improve other aspects of training.



INTRODUCTION

The idea behind a community-based training program is not a new one. Even during the earliest days of the Peace Corps, when much training was still done in the United States, trainers recognized the benefits of decentralized, "discovery-based" training. In the 1960s, some trainers "introduced the idea of sending trainees in small groups (two to four persons) to small towns in California . . . because most trainees came from urban or suburban backgrounds and had little idea of, and no experience with, the dynamics and social institutions of small communities. Those few days proved to be an excellent learning experience—helping trainees to analyze social pressures and conflicts in a small community, to search for bases of political and economic power, and to appreciate the significance of historical circumstances."[1]

In spite of the effectiveness of such an approach, it was not, unfortunately, very practical in most countries where the Peace Corps was working. It was much more efficient and safer to keep all Trainees in a centrally located training facility because travel and communication were so difficult in most countries, even across short distances. During the past 30 years, however, conditions have changed greatly in most regions of the world. Even the poorest countries may now have improved roads and transportation and communications systems, at least in some areas.

At the same time, after years of Peace Corps operations, many countries are finding that locations where training was done in the past have become "saturated" by Trainees and the Peace Corps. In some countries where the training center is located in a rural area, a town or village

1 From "Preface," by David Brokensha and J. G. St. Clair Drake, in *Anthropology and the Peace Corps: Case Studies in Career Preparation* (Schwimmer and Warren, eds.) Ames : Iowa State University Press, 1993.

might become dependent on the training center as a local industry. Families hosting Trainees for live-in experiences may no longer be "typical" families after receiving several Trainees over a long period of time. Meanwhile, it becomes increasingly impractical for a training center that relies on a large infrastructure to change locations when desirable. The training site may start to become an artificial stage for preparing Volunteers who will later live and work in a very different kind of situation.

Modifying the structure and content of training programs is just one way that the Peace Corps continues to adapt to changing circumstances in different countries around the world. Just as modernization has greatly influenced the job descriptions and possible assignments of Volunteers, training is also finding more freedom for movement and innovation. The Peace Corps can respond to change with a wider choice of alternatives for training than before.

"Even now, after only two weeks of being here, I can appreciate being thrown into our villages so early. A lot of fears have been dispelled since I have a better idea now of what it's like to live in a Nicaraguan village .... I have integrated myself into my family by playing cards or just joking around or teasing. I also sit and talk with the people in my family and of the town. I am not afraid to talk to the neighbors anymore."

—PCT Nicaragua

The Philosophy

People often observe that community-based training is as much a philosophy as a methodology for training. This is probably true, and it explains why community-based programs may look very different in different countries, although they all have similar effects on the ways Trainees learn and behave during training. The philosophy behind the community-based model is grounded in a few basic assumptions.

- Decentralized training programs are based on the observation that each Trainee enters the program with a universe of knowledge, skills, and experiences that are unique to him or her.
- Experience shows that most people who join the Peace Corps tend to be independent, innovative, and risk-takers. They are individuals who have a well-developed sense of curiosity—all desirable qualities in a Peace Corps Volunteer.
- Trainees are all adults who prize their independence and have much faith in their ability to learn and adapt as individuals.
- Most Trainees arrive in the country with the full expectation of "living among the people" in a situation that is realistic to the country. By the time they arrive, they have already begun the process of adapting and preparing themselves for the "Peace Corps experience."

"I think our community education project is moving along quite well. We've done two presentations and plan to schedule more this week. We have also presented a plan to the Mayor whom we've been working with. We are open to any suggestions, inputs or support."

—PCT Nicaragua

Starting from these assumptions, the training philosophy is that individual and self-motivated learning strategies take precedence over group activities, and that Trainees should be given the freedom, with adequate support and guidance, to find resources and discover solutions to increasingly difficult problems as part of the training experience. Trainees will probably respond best to the training experience if it resembles their future living and working situation. They can face realistic problems from the beginning, apart from the shelter of a training center or a large training group. While it is true that much information is more economically transmitted in a formal classroom situation, learning through discovery and experience goes deeper and should be stressed whenever possible.

How to Use this Manual

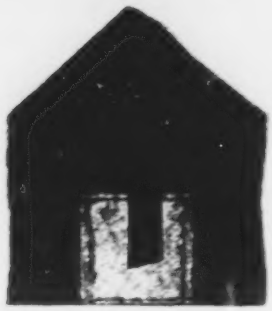
The working section of this document is divided into Chapters 1 to 3. Chapter 1 provides a basic overview of the training design, followed by a step-by-step guide to planning and developing a community-based training program. It deals in basic terms with *setting up*, or structuring, the program in the field. These steps are divided into major categories of logistics, community-based training content, and training seminars. The other categories briefly explain how training content fits into that structure. This section contains the essential elements of the program as it was set up in Nicaragua, not in great detail, but with enough information to give the reader a general idea of how the training program works.

Chapter 2 provides more detailed discussion of some of the key elements that define and set apart the decentralized training model from other programs. These elements deal largely with questions about decentralization, site selection, characteristics of the smaller training groups, integration of the elements of training, and the expanded role of both host-country national personnel and village-based staff. The discussions in this part are also illustrated with examples of how the model was implemented in countries other than Nicaragua (such as Haiti, Benin, Guyana, and Sri Lanka).

The third chapter, directed toward issues of training program and support, returns to many of the points presented more briefly in the first section. Aside from the basic design and structure of the model, most questions that experienced trainers raise about the community-based program are concerned with specific aspects of training content, staffing and staff training, administrative support, budget considerations, logis-

tics, and In-Service Training (IST). This part provides a more detailed discussion of those issues, with an emphasis on the flexibility of the model to fit the needs of each country.

Finally, the manual contains a number of appendices. Most of these were generated either for the FIT program in Nicaragua or to assist other countries in setting up training programs. The appendices include housing criteria, site criteria, family checklist, etc. These materials may be modified for use in any other country or used exactly as they are presented. The appendices also include three "case studies," or descriptions of community-based programs that have been set up in other countries. These case studies provide examples of how the training design has been structured to address the needs and resources of different programs in different regions.



Setting Up the Pre-Service Training

The community-based model is simple in concept and logistics. This basic simplicity is the key to the flexibility of the model, which allows for modification of the training design according to the needs and conditions in each country, without threatening the underlying principles of the model. The following steps were used to put the FIT program in the operation in Nicaragua, and the process has been similar in other countries. Possibilities for variation on this particular model are discussed in following sections, and examples of how various countries have set up their own programs are included in the appendices.

Sample Training Design[2]

- Groups of two to four Trainees live in separate villages about 10 to 60 kilometers (up to 90 minutes on public transportation) from a central seminar site.[3]

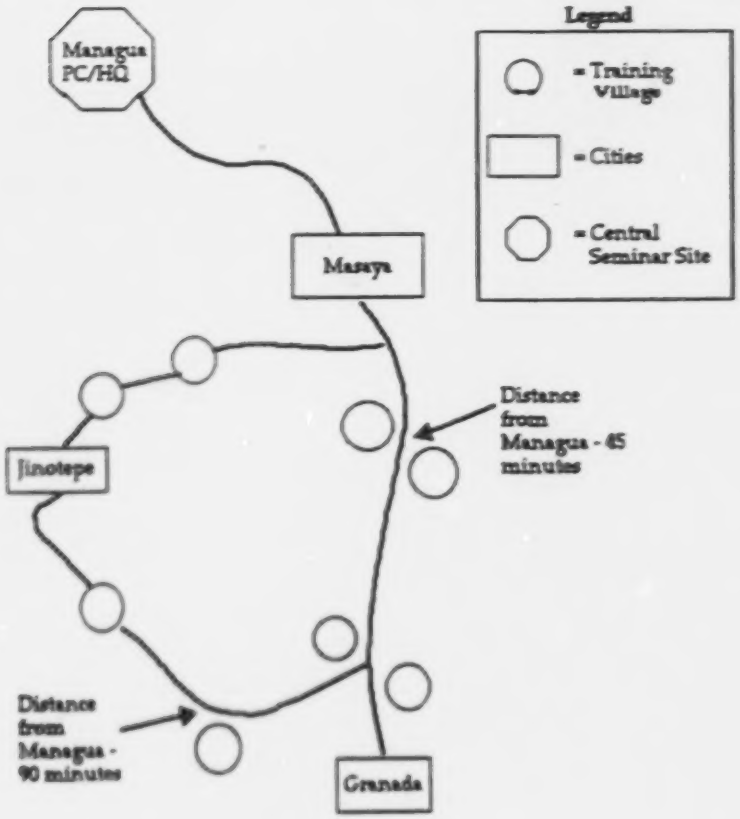


FIGURE 1 Diagram of training sites in Nicaragua.

2 This description is based on the training design implemented in Nicaragua in 1994, and is only one of several possibilities for organizing a training program. Other examples of training designs are included in the case studies in the appendices.

3 The "seminar site" is a place where Trainees and staff gather for group sessions. In some countries, the site may be at the Peace Corps office, although any location or facility convenient to all training sites will work as well.

- One trainer, called a "language/cultural facilitator" is assigned to each village to conduct formal language classes and support Trainees in completing self-directed, community-based technical, language, and cultural tasks and assignments.

- Facilitators are rotated from village to village on a periodic basis, and one or more facilitators may be rotated back to the training office or seminar site to work on materials for the next week.

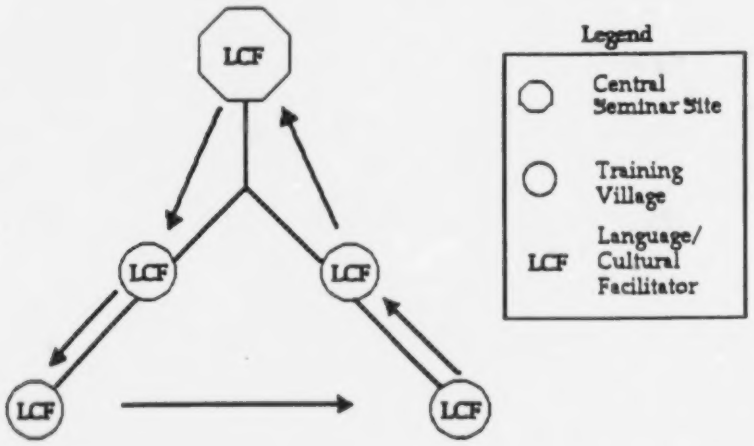


FIGURE 2 Diagram shows rotation of facilitators.

- Once a week, all Trainees and facilitators meet at the seminar site for a series of training seminars, which usually last one and a half days. Seminars usually include presentations on technical and cultural topics and health and personal safety issues.

- After each seminar, Trainees return to their home villages to continue working at tasks that complement or are related to the seminar topics.

Figure 3 shows a training schedule for a typical week, including work in the community as well as seminars at a central point. However, this sample schedule can easily be modified to fit the particular needs of any training group.

	MON	TUE	WED	THU	FRI	SAT
AM	Lang	Lang	Lang	Lang	Lang	Sem[4]
	Lang	Lang	Lang	Lang	Travel	Sem
PM	AL[5]	AL	AL	AL	Sem	Sem
	TDA[6]	TDA	TDA	TDA	Sem	Travel

FIGURE 3 Sample training week schedule.

Logistics

■ In-Country Orientation

Trainees participate in a 3 or 4 day in-country orientation upon arrival in the country. They are lodged in a central point (usually a hotel) and thoroughly briefed on the structure and content of the training program, as well as on administrative details and matters relating to Volunteer health and personal safety. Special attention is given to language interviews and testing or to other criteria for grouping Trainees for the duration of the training period. This orientation is also the ideal opportunity for Peace Corps staff to establish a strong relationship with the new Trainees. (Sample in-country orientation schedule is provided in Appendix B.)

4 Weekly seminars
5 AL = Applied language time.
6 TDA = Trainee-directed activities, which include technical and cross-cultural activities assigned during the weekly seminars.

Forming Classes

Trainees are divided into small classes, principally by language ability, of two to four persons. When Trainees have no prior knowledge of the language of training, interviews can establish Trainees' previous language learning experience, learning styles, and estimates of their own capacity for language learning. Experience has shown that this may be as good an estimate as any for predicting future rates of learning.[7] Each small class group resides in a separate rural area within 90 minutes of the central seminar site and within reasonable distance of each of the other groups.

Training Villages

Peace Corps/Nicaragua, which had three training inputs per year, used six villages during each cycle for a training group of 15, but the villages were changed for each cycle. In all, 10 towns and villages were used for three training cycles during the year, and more training sites were available depending on the circumstances and needs of individual training groups (outlying cities as well as smaller towns, for example).

Housing for Facilitators

A language/cultural facilitator is assigned to the same locale as each small group of Trainees, and resides with a host family in the community just as the Trainees do. The training budget provides the same housing allowance for facilitators and Trainees. In Nicaragua, facilitators had the option of commuting after the first two weeks of training. Most facilitators declined this option, but those who decided to commute received one-half of a housing allowance to cover transportation and meals in the village.

Rotation of Facilitators

In Nicaragua, language/cultural facilitators were rotated between training locales about every two weeks, so that all Trainees would be exposed to the unique voice, expertise, and creative abilities of each facilitator. The order of rotation is decided by the language coordinator, but the facilitators must thoroughly brief their successors in a village during the weekly seminar before the change is made.

7 For questions about placement by expected language-learning performance, please contact the language specialists in the Peace Corps Office of Training and Programming Support (OTAPS).

■ Moving Trainees

After a time, Trainees may show different rates of language learning. Unless there are other factors, it is not a good idea for Trainees to change families and sites during the training period. Better solutions may be to ask a Trainee to commute to another class in a nearby village, request the facilitator to divide the class and provide both morning and afternoon instruction, or develop lessons plans that meet the needs of different levels in one class.

■ Additional Facilitators

At least one more facilitator than there are classes should be contracted and trained. In Nicaragua there were eight facilitators for six classes. During each two-week period, two facilitators were rotated back to the training office or seminar site for continued teacher training with the coordinator, to assist in the preparation of new materials, and to provide support for staff in the field. These "extra" facilitators also provide backup for facilitators out for sickness, vacation, or family emergencies. Finally, this method of rotation recognizes the intensity of the facilitators' work in the village, and gives them a much-needed break.

"The work we are doing with our tree nursery and the local youth volunteers is really great. The student's enthusiasm really wears off on you, and you become more and more committed to helping them help their community."

—PCT Nicaragua

Training Content in the Community

There are two equally important venues for training under a community-based model: the community and the seminar site. The following section describes training activities that take place at the community. Training sessions covered during seminars are discussed afterwards.

■ Language/Cultural Facilitators

The facilitator gives formal language instruction, identifies local training and cultural resources corresponding to the program syllabus, and assists Trainees in taking fullest advantages of those local resources (following programming guidance and assistance from both training staff and Peace Corps staff). Compared with more traditional training models, *the role of these language/cultural facilitators is significantly enlarged* in the community-based program. It is also imperative that language/cultural facilitators be mature and capable enough to work largely *without direct or constant supervision.*

"Interacting with the community I learned basic skills like getting food and riding buses. I feel comfortable getting from place to place on my own. All of these things are things I will be doing for two years and it's nice to have learned them now instead of after training was done."

—PCT Sri Lanka

■ Formal Language Classes in the Community

The principal responsibility of the facilitators is to conduct formal language classes in the community. In a language-intensive program, the Trainees may spend up to 30 hours per week in language class. Trainees can work with facilitators in one of their own houses, or in any other suitable place in the community. There are minimal training materials (blackboard, poster paper, country map, cassette recorder) so language class may change location with the wishes of the participants.

■ Community Training Activities

Community-based training is defined through a weekly syllabus, which specifies technical and cultural activities, projects, and readings specific to a training "theme" that varies weekly. Trainees can also work on activities related to questions of personal health and safety. These activities are a major part of the training goals all Trainees must achieve, either independently or working as a team. The facilitators may be of particular help in the first weeks of training in assisting the Trainees to complete these goals. It is up to the Trainees (and facilitator) in each village to decide how to best work on the training activities and to achieve these goals.

■ Technical Presentations

In many countries, these weekly tasks include a number of short presentations or lessons given by Trainees to members of the community. These presentations should be planned and organized by the Trainees themselves, with assistance from the facilitators. In Nicaragua, Trainees were always welcomed in local schools to give presentations in class, although they also made presentations in local health centers or for local interest groups. Although public presentations are planned late in training when Trainees have achieved the necessary language competencies, precocious Trainees should not be discouraged from setting a more ambitious agenda for such activities.

■ Long-Term Training Projects

In addition, each class of Trainees may identify and define a larger task to be completed during the course of the training cycle. The longer-term task might be to prepare a proposal for a job-related community action/education project based on solid development

principles.[8] facilitated by the training instructors, this activity should be planned and executed in cooperation with local authorities and citizens.

■ Language Curriculum

Trainee participation in formal and semiformal exercises and experience with local resources are fed back into the language training program throughout the training week. The facilitators review the syllabus with the coordinator each week and are invited to present ideas for creative activities to help integrate the various elements of the curriculum. Content of the language program not only helps Trainees work toward greater experience in the community, but it also is supplemented by their suggestions that result from those experiences.

■ Flexible Scheduling

A flexible approach toward language classes allows Trainees to have input into their weekly schedules. Although the cycle may begin with four hours of formal and two hours of "practice-based" language classes, this more rigid schedule can be modified during the latter half of the training program. However, best use of the afternoon "applied language" time is normally a matter negotiated between the facilitator and the Trainees. Trainees may elect to accompany the facilitator to the local hairdresser's shop for a trim, talk with a colorful local character, or work on assigned tasks or activities with the assistance of the facilitator. *Opportunities for learning and communication should be viewed as limitless.*

■ Readings

Trainees will be expected to read carefully selected materials (both cultural and job-related) during the week to put experience into a broader context and prepare for the more formal presentations at the end of the training week. These readings are *not* "handouts" in the traditional sense, but they are presented as integral components of training.

■ Community Training Resources

Local civic and governmental institutions, such as health centers, schools, municipal offices, churches, and clubs, can serve as training resources for planning and organizing visits, interviews, and practi-

8 Such a project might also provide an excellent opportunity to introduce Trainees to the planning strategies outlined by the Peace Corps Programming and Training System (PATS) project.

"After a couple of weeks, these crazy and strange things became very familiar to me. I finally began to be able to share my experiences with my family and new friends. Then things really began to roll—projects, classes, different activities, seminars in Managua, etc. Whereas the days once seemed so long, it now feels like there's not enough time in the day (one month into PST)."

—PCT Nicaragua

cal exercises, such as Trainee presentations. Many local people become enthusiastically involved in the training process and the Trainees' progress.

■ Volunteers as Training Resources

In Nicaragua, each small group of Trainees visited a nearby Volunteer one afternoon every other week during the first six weeks of Training. On alternate weeks, a Volunteer would visit a group of Trainees in their training site. This assured regular semiformal contact between each Trainee and a number of Volunteers and eliminated the need for a separate lengthy trip for Trainees to "shadow" a Volunteer. In Haiti, where no Volunteers were posted near the seminar center, at least one Volunteer was invited to assist in each weekly seminar.

■ Training Staff as Resources

Staff visit each training locale as frequently as necessary to stay in close touch with the Trainees, supervise activities, and provide personal counseling and evaluation and feedback on individual Trainee progress. In Nicaragua, the language coordinator observed classes two mornings each week and the training director made visits two afternoons. The technical coordinator visited to observe and assist with technical-based activities.

■ Peace Corps Staff as Resources

Peace Corps staff are encouraged to visit the training villages as frequently as possible. Such visits give Peace Corps staff an excellent chance to get to know the Trainees on both a personal and professional basis, and observe their activities in a local setting.

Training Seminars

Each week, usually on Friday and Saturday, Trainees meet at a central point (the Peace Corps office, a nearby city, or wherever it is convenient to bring the groups together) for an intensive training seminar, which lasts for a day and a half or two days. During the seminars, the Trainees:

- Participate in formal technical and cultural presentations appropriate to a technical "theme" for the week's training. Speakers should be asked beforehand to suggest appropriate readings and to refer to written material during their presentations.

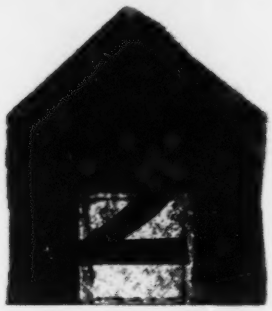
- Attend sessions on Volunteer health and personal safety, and general orientation to the Peace Corps in the country.
- Meet in a roundtable or "open space" situation to discuss their activities during the week, and share their ideas and concerns.
- Evaluate the week's activities against their own expectations for personal and professional progress, and identify areas requiring further emphasis.
- Address administrative needs and receive injections. This may also be the best opportunity to schedule visits with the Medical Officer.

"I've never felt so self-reliant. Also, meeting with my batch mates each weekend gave me something to look forward to. It also created a real bond among all of us."

—PCT Sri Lanka

The amount of seminar time and content should conform to the needs of the program. Technical subjects requiring intensive skill-based training can be presented during expanded three-day seminars in the Trainees' sites, if necessary. Trainees from nearby villages can also meet for a weekday afternoon in one of the training villages. The Medical Officer, for example, might prefer to present some subjects (e.g., emotional health or sexually-transmitted diseases) to smaller groups on their own "home turf." The seminar site can be changed as necessary, depending on the content and requirements of any particular seminar.

For a typical weekend seminar, Trainees are given one day's per diem at the same rate for Volunteers. Trainees are expected to handle their own travel to and from the villages and arrange for their own lodging during the seminar. Trainees are accompanied by the facilitator on the first seminar trip, and they should be prepared to deal with public transportation as part of the first week's training activities.



Key Elements of Community-Based Training

One of the hallmarks of a community-based training (CBT) program is that it is decentralized. This means that there is no "training center" in the traditional sense, although Trainees do meet at a central point for seminars at determined times during the training period.

Training Sites

With the classic CBT training model, groups of two to three Trainees live in separate villages, dispersed around the capital city or another central point. In Nicaragua, many villages and towns are within a two-hour driving radius of Managua (the capital) and they proved to be appropriate training sites. In Haiti, several villages were located near or on an all-weather road into the city of Saint-Marc, which the Peace Corps chose as a center of training operations in that country. Other villages, reached only by dirt track, might prove to be excellent training sites during the dry season. An essential criterion for training sites is that they be accessible at all times to a central administrative point or seminar site.

> **"It's amazing to me that I actually perceived my community as "poor" when I first arrived. It's just a normal pueblo with a bunch of good, honest folks living life the way they've always lived it. No problem."**
>
> **—PCT Nicaragua**

Another criterion for selecting training sites is that they be "typical" of the kinds of sites where the Peace Corps will place the Volunteers. For some programs, for example, Volunteers may not be placed in small villages. If the Volunteers will be working in cities, an urban, neighborhood-based training might be more appropriate. In Guyana, for example, where a great many Volunteers work in or near the capital, the Trainees reside in that city (see Appendix F). They are placed with families throughout the city, but they are clustered in groups of two to three Trainees in the same neighborhood. The Trainees in each cluster work together as a team throughout the training period, and the neighborhood serves as the geo-

graphical base of operations for each team. Community-based training can be conducted in either a rural or an urban environment.

In Benin, both the urban and rural arrangements are used (Appendix G). Trainees for the Forestry program are dispersed in villages, and Trainees for the Education program are placed in or near a large town. The Trainees in each program report to a separate central point for formal technical sessions, but all Trainees can meet in the capital for seminars in common areas studies (cultural, health and safety, and Peace Corps orientation).

"At first the separation from the other Trainees was scary. I really felt alone. In the end, I became more self-reliant."

—PCT Sri Lanka

Choosing Training Sites

Choice of training sites is fundamental. Only when appropriate sites are chosen can one determine logistics regarding trainer/Trainee travel, vehicle allocation, Trainee subsistence needs, time available out of site, common meeting points for seminars, etc. As different sites are considered, planners must think of the implications for several elements and issues:

■ Travel Time for Training Supervision

How long will it take to reach all sites for village visits? Perhaps sites can be clustered to make village-level supervision and visits easier. Are all of the sites within easy traveling distance to the nearest approved medical facility in case of an emergency? Is there at least one person in each village who is able and willing to provide rapid transportation at any time in case of emergency?

■ Meeting Place for Technical Training

Can Trainees requiring the same technical training meet at a common point within a reasonable distance (or time) for seminar training? Are separate training tracks necessary for each technical program, with seminars in two different locations? What are the implications for common areas trainers (e.g., medical, cross-cultural, Peace Corps and development orientation, etc.)? How would this affect costs for subcontracted training?

■ Mid-Week Meetings

Can training sites fall into clusters, so that mid-week meetings of Trainees could occur without traveling long distances? Clusters may be two, three, or four training sites located near each other. Trainees may meet in subgroups outside of seminar time for a vari-

ety of training purposes. This is not a necessary requirement, but it may prove to be useful.

■ Lodging at Seminar Sites

Overnight stays probably will be necessary for Trainees during seminars. There must be adequate and affordable lodging at seminar sites as well as provisions for Trainee expenses (per diem).

■ Venue for Trainers' Meetings

Where and how will language/cultural facilitators meet with the coordinator and training officer for continuing teacher training (TOT), weekly assignments, materials preparation, lesson plan preparation, etc.?

There must be satisfactory answers to these questions (and others) before the training plan can proceed. Careful planning before the start of training will anticipate and prevent logistical problems later.

A list of criteria for selecting training sites is included in Appendix C. These criteria were applied in Nicaragua and may be appropriate to other countries. The criteria for each country or region may vary widely. In Haiti, for example, electricity or running water were not required in each site, since virtually no villages (including the sites where Volunteers are posted) enjoy those luxuries. In all cases, however, the kinds of sites where Volunteers are to be placed should serve as a guide for setting training site criteria.[9] Experience shows that Trainees do not need to be gradually introduced to more difficult living conditions, and most Volunteers interviewed did not expect easy conditions upon arriving in country.

Professional Staff

Under a community-based program, the language/cultural facilitators have many more responsibilities than do language instructors in more traditional training models. Because of their expanded role in the training program, they should possess a number of professional skills that are unique to Peace Corps training, and different from those that might be required of professionals in purely classroom-based training. In

9 An exception may be the case of Western Samoa. Although most Volunteers are posted in a more urban setting, Peace Corps views a rural experience in training as an ideal means to prepare PCVs with a deeper and more intense orientation to the island's culture and language than they might otherwise achieve.

other words, they should be trained by the Peace Corps to serve a function unique to the Peace Corps.

Two requisites are necessary for creating a team of professionals. First, the organization must provide adequate resources for selection and training of capable people. And second, the organization must provide the security of a longer term commitment to highly qualified people. In many countries, these incentives are provided only for a small core of trainers. It is typically the language staff—those people with the most contact with the Trainees—who are viewed as transient to the organization.

It may be difficult, if not impossible, to create a professional training staff under programs that train Volunteers only one time per year in an "omnibus" system. In such a system, many trainers are recruited and hired for a short time each year and there is little guarantee that experienced trainers will return to the program from one year to the next. Also, it makes little sense to provide more than a minimum of resources for teacher training if the return on those resources is necessarily limited.

Therefore, countries which may be considering a community-based training model should also consider providing continuous, year-round training programs staffed by a much smaller, but more highly trained and dedicated, number of people. A continuous training program might be much less daunting to implement under community-based training than it would be under a system that relies on the infrastructure of a fully equipped training center. Other arguments for implementing continuous training programs are summarized in Appendix A (Continuous vs. One-Time "Omnibus" Training Models).

HCN Personnel in Training

In community-based programs, Trainees are intimately connected to people and resources at the local level, and Trainees depend on cooperation with host-country nationals as part of the training process. For example, to complete self-directed community-level tasks and assignments, Trainees must search out the best sources of information and assistance in their own area. Those sources very frequently turn out to be host-country nationals working in local institutions, schools, government, or business.

A natural extension of this contact between Trainees and HCNs is the use of local agency and counterpart personnel to carry a large part of the technical training during the seminars. Trainers can seek out

"The training was very successful in that I felt I was able to integrate and adapt relatively quickly and gain a sense of independence, in that this training treated you like an adult."

—PCT Sri Lanka

English-speaking personnel who are authorities in their fields to conduct seminars on specific topics and, toward the end of training, there should be a gradual change to presentations in the language of the country. Of course, trainers must ensure that invited presenters are well prepared (see Teacher Training below) and make full use of audio-visual materials to help bridge the language gap, if necessary.

This strategy of incorporating HCN personnel has three clear advantages. First, counterpart agencies may acquire more of a stake in the preparation of their Volunteers by participating in their training, and become more familiar with the background and capabilities of the Volunteers. Second, inviting the participation of HCNs is yet another way to more closely integrate the technical aspects of training with the culture and language of the country. And finally, the Trainees become acquainted with key counterpart or other agency personnel as a natural part of the training process. Volunteers will feel more comfortable within the structure of the local agencies through their acquaintance with key persons, and they will be more apt to seek assistance on the job from host-country sources rather than through Peace Corps channels.

Training Group Characteristics

Decentralized training is characterized by the small classes within the training group. In some programs, the limit for class size is three Trainees who work with a single language/cultural facilitator, although other countries work with groups of four Trainees. The main point to keep in mind is that increasing the number of Trainees in a small community might undermine a major goal of community-based training, which is to encourage a more intimate relationship between Trainee and community. Too many Trainees in a small village might prompt the Trainees to focus attention inward, toward the group, rather than direct their energy outward toward the village and its people. Although experience with FIT shows that Trainees still bond closely with members of the larger group, the objective is to minimize *dependency* on that group by encouraging individual initiative and decision making at the village level.

Limits on numbers of training sites and Trainees in each site, ideally, would affect the size of the Training group. First, the Training group needs to be small enough that all Trainees can be accommodated by the number of available training sites. On the other hand, the logistics of management tend to rise exponentially with the number of training sites used. Finally, flexibility in training might be sacrificed to accommodate the conflicting needs of a large training staff. The original FIT program in Nicaragua was designed for groups of 15 Trainees, although other programs work with approximately 30 Trainees per training cycle.

A program in Mali which incorporated many principles of FIT training was designed for 100 Trainees, but the difficulties of working with 30 language instructors significantly compounded the problems inherent with working with such a large group of Trainees.

The twin goals of simplicity and flexibility are also much easier to achieve if all Trainees in the group share a common technical program, since the Trainees in each village may cooperate throughout training on a number of site-based technical projects. Otherwise, Trainees might need to be placed in sites not only by language level but also by program area as well (such as the case in Benin). Of course, this might involve a tradeoff of limiting contact between Trainees of different program sectors, but there are many ways of encouraging exchange and collaboration between programs outside of the training sphere.

Few (if any) countries could support more than three training cycles per year; however, most countries are working with more than three programs. The next best alternative is to combine training for programs with some affinity, such as agriculture and natural resources or education and youth development. To the extent that technical areas training can be shared or village-based exercises of different programs can be complementary, the training program will be simplified and the Trainees will likely benefit. If this is not possible, then the Benin strategy (see Appendix G) of dividing the training might be the best solution.

Integrating Elements of Training

Ideally, the various elements of any training program would be integrated into a seamless whole. All trainers know that culture has implications for the approach to technical subjects, and that fluency in the language is key both to understanding the culture and implementing technical solutions. The practice of other elements of training, such as gender and development, appropriate technology, and development philosophy may be even more closely linked to the Trainees' grasp of language, cultural, and technical skills.

In most community-based programs, the language component is at the core of village-based training activities. Tasks and assigned activities are frequently done as a part of the language classes (usually through the "applied language" sessions) or otherwise discussed and analyzed through the formal language classes. This means that the language facilitators must be involved in all activities and assignments that the Trainees are responsible for in the villages. The facilitators have the opportunity to meet with each other and with other training staff when the Trainees are in seminars. This is the time when facilitators can

"During class one day a woman was going door to door selling clothing. She talked about her family, etc. Just discussing and listening was GREAT! . . . I learned *a lot* when I talked to women in the pueblo about their beliefs in breast feeding."

—PCT Nicaragua

review the Trainees' work activities in the village and plan for the following week.

Community-based programs usually use training "themes" as an organizing principle, both in curriculum development as well as to promote integration. Chapter 3 begins with a discussion of selecting such themes as the basis for organizing technical training by week. By utilizing these themes, trainers can actively seek ways to pull together all areas of training by trying to relate presentations and activities under the umbrella of a common theme. For highly technical subjects it might be difficult (if not impossible) to select cross-cultural subjects or presentations that relate to the technical theme. On the other hand, facilitators need to keep the theme in mind when making lesson plans and assisting with independent work in the community. Also, a weekly theme does not need to be based on a technical objective. A week could be devoted, for example, to the theme of Women in Development, and the technical aspects of training for that week could focus on gender-related approaches to the project.

The village setting provides ideal opportunities for Trainees to observe closely other themes important in Peace Corps training. For example, the village can be a powerful laboratory for analyzing how gender and age are important in work and economy. Interviews and discussions with different classes of women can be integrated into language activities on an informal basis, or Trainees can use language classes to formulate questions for independent interviews. Other tasks and activities can involve searching out examples of traditional (or appropriate) technologies practiced at the village level and examples of people using imported or borrowed technologies. The language class can serve as a forum for discussing the merits of different technologies and under what conditions change is practical. All of these areas, of course, are connected to elements of the village culture and how culture might encourage or inhibit change.

Finally, the accessibility of the facilitators outside of the classroom can provide the surest link between language, culture, and the tasks that Trainees are expected to complete. Although the facilitators are not technical trainers, they should be conversant in the technical aspects of training to work with the Trainees in the village outside of the classroom. The facilitators may be briefed on the weekly training theme and the content of the technical training sessions, but the fact that Trainees are expected to complete their tasks independently in the community means that Trainees must communicate to the facilitators what their plans are for achieving goals, and what assistance the facilitator may provide. There should be constant communication between Trainees, facilitators, and people in the community regarding all aspects of the program.

Decentralized programs provide more latitude for Trainees to investigate these questions meaningfully in two ways. Most importantly, all of the areas of training are context-based; that is, the Trainees practice in the same kind of total environment where they will be working as Volunteers. The second reason is that there tends to exist a much more intimate link between the Trainees and the village where they live. Instead of focusing attention inward toward the large group and the training center itself, Trainees are encouraged to concentrate outward and into the village. Since Trainees live in different villages, each distinct from the others, they also have more opportunities to share and compare experiences and observations when they are together as a group.

"The other Trainees and I have made contact with a local environmental organization that is currently maintaining a nursery in the school and is involved in other projects. We are planning on taking part in a reforestation project for the laguna."

—PCT Nicaragua

Programming and Training

A community-based training program offers several opportunities to link closely the processes of programming and training. The simplicity inherent in a decentralized program (lack of a large training infrastructure) tends to remove an administrative layer between training and Peace Corps management. The intimate nature of the program (small classes in dispersed sites) promotes greater contact between program managers, Trainees and training staff. Program Managers can capitalize on these characteristics to stay informed of the strengths of the training in order to plan programs and choose sites. If programming decisions are likely to limit the possibilities for providing excellent training, staff might seek alternative programming strategies. Indeed, a promise of increased excellence in training might open up new possibilities for programming.

Community-based programs also provide new opportunities to gauge exactly what local resources are open to trainers and Trainees during their period of preparation. Peace Corps staff can adapt programming to new possibilities revealed through the training experience. And finally, community-based training provides a much broader role for host-country counterpart personnel in the training process through use of counterpart agency resources and facilities at local and regional levels. Increased involvement of counterpart resources gives those agencies a greater stake in the training process and its outcome, and provides new openings for HCN collaboration in the programming-training continuum.

Program and Support

This section addresses some of the most important issues concerning the content of training and the requirements for maintaining a strong and coherent program. Many of these points were mentioned in previous sections, but they are covered once more with additional information. These comments also respond to many of the most frequently asked questions from those interested in decentralized training models.

Training Content

Before a syllabus or calendar of training events (COTE) is prepared, a clear idea of training needs and competencies in the *technical area* must be established. The only source for this information is the program manager (or program and training officer) in cooperation with HCNs, counterparts, and PCVs.

Once the technical needs for training are determined, the training officer can work with the program manager (associate Peace Corps director) on the following steps:

1. Divide technical studies into a specific number of weekly themes. In order to integrate the technical studies with village-based activities and other aspects of the training program, it is advisable that there be only one technical theme assigned per week. Examples of such weekly themes might be:

Agriculture	Extension methods
	Pesticides
	Diseases of cotton
	Soils: structure

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HEALTH	Breast feeding Childhood respiratory diseases Latrine construction I Latrine construction II
EDUCATION	Structure & function of national system Lesson writing Lesson planning Teaching techniques

The case study of Sri Lanka in Appendix H provides an excellent illustration of how such weekly themes were planned for a TESL (Teaching of English as a Second language) training program.

2. Determine what training will need to be done through seminar-based sessions, supervised/directed practice, or independent work. Ideally, each technical theme can be presented formally and reinforced by independent exercises and/or village-based activities. Similarly, independent or small-group experience at the village level can be reinforced during formal seminar presentations.

3. Determine the number of hours of formal training necessary for each theme, and who the trainers will be. You need to consider the total number of hours available for formal training during seminars and weekly meetings in the field, and plan how many of those hours are necessary for other training components, such as culture, cross-culture, health and personal safety.

4. Determine which activities normally programmed as training time can be performed as part of language classes at the village level. A visit to a marketplace for example, which might take a full half day for a large training group, can be done in the villages as part of the language class. By maximizing the number of activities Trainees do in the village (with guidance from the facilitator or local people), valuable seminar time is gained for subjects demanding formal presentations.

5. Determine the site for formal (seminar) training activities. Although most formal training will be done at the central seminar site, some meetings or supervised practice may be done in the field with Trainees from clustered training sites.

6. Determine how to strengthen formal training with assigned village-level practice, readings, cultural training and exercises, and language studies.

Once the technical calendar and content are in place, the cultural and common studies (personal health and safety, development studies, gender and development, etc.) calendar can be superimposed on it to achieve the best fit possible. Keep in mind that village-level activities can be directed toward reinforcing any aspect of seminar training, and not just technical and cultural studies.

After a COTE (calendar of training events) is prepared, the senior training staff can work with the facilitators to direct language classes toward complementing the curriculum, although fundamental (essential competencies) communication always takes precedence over all other areas.

Staffing and Staff Responsibilities

Once the basic logistical and content requirements are met, these two fundamental elements will play an important part in staffing decisions and teacher training (TOT).

1. Language/Cultural Staff

As with most pre-service training designs, the backbone of the program is provided through language preparation. Under the decentralized model, the language/cultural facilitators have an especially critical role because of their greatly expanded responsibilities, particularly in the area of cross-cultural interpretation and preparation. The title of "language/cultural facilitator" is preferred over "language teacher" in recognition of those additional responsibilities.

a. The language coordinator must have not only the professional expertise necessary to conduct a traditional training program, but also the ability to design language competencies to accommodate the technical and cultural tasks the Trainees will be expected to perform in the training sites. The language coordinator must also be able and willing to perform field-based supervision and work with individual facilitators periodiccally.

b. In the traditional CBT model one language/cultural facilitator is assigned to work with three or four Trainees in each training village. This ratio has proved to be effective for language teaching, and it allows the facilitator to devote individual attention to Trainees outside the classroom, whether for facilitating and supervising village-based exercises, providing counseling, or assisting with additional language instruction.

c. The facilitators, along with the Trainees, live in the villages (usually with local families) for the length of time demanded by the training program. This period may be for the first two weeks or for the entire length of the training. Facilitators may commute to the training sites at the discretion of the training officer. After two weeks, the Trainees may be self-sufficient enough to make the constant presence of the facilitator unnecessary. The facilitators do not normally stay in the training villages during seminar days and on Sundays.

d. During the time in the village, the facilitator serves as the liaison between the Trainees and their families. This may be an especially important role for the facilitator during the first two weeks of training, depending on the level of communication and understanding between the Trainees and their families. Throughout the training cycle the families or Trainees may often approach the facilitators first, if there is need for more subtle communication, general information, or counseling. The facilitators can also be extremely useful to the program in identifying new families and conducting preliminary surveys of possible training sites.

e. In Nicaragua, the facilitators are rotated from village to village every two weeks, providing variety for facilitators as well as for Trainees. In this case, facilitators must thoroughly brief their replacements in a village during the weekly seminar before the rotation.

f. It is a good idea for at least one language/cultural facilitator to rotate back to, and work at the training office, during each two-week period. This means that there would be more facilitators than training groups, or sites. This arrangement mitigates "burn-out" of the facilitators, and allows the language coordinator to work closely with the facilitators for additional training on an individual basis. While at the Training Office, the facilitator also works with the coordinator on preparation of lesson plans and other materials in support of the facilitators in the field. This "extra" facilitator can also serve as a backup for other facilitators in the event of sickness or other unexpected absence.

g. Because of their unique role in the decentralized program, and because they will be largely unsupervised during their time at the training sites, the language/cultural facilitators must be recruited, chosen, and trained with particular care. They must, above all, be mature in their judgment and able to make decisions independently. They should be chosen as representative of

their culture and able to articulate aspects of their culture while at the same time demonstrating sensitivity to the situation of the Trainees.

h. Many facilitators may be from urban backgrounds and reluctant to live in rural situations where Peace Corps Volunteers usually live and work. However, experience has shown that those urban dwellers respond just as positively as the Trainees to the new experience and milieu. Still, they must demonstrate empathy and appreciation for the national culture and serve as a model for the Trainees.

2. Other Training Staff

Aside from the language/cultural facilitators, a community-based training program might require few other trainers on staff. With a training class of 15 or 20 Trainees, other necessary support staff might include:

- Training officer and/or training/project director;
- Language coordinator;
- Technical coordinator;
- Training assistant (logistician); and
- Cross-cultural coordinator, if necessary.

In addition to the training staff identified above, the program also includes important cooperants:

- Host family members;
- "Counterpart" personnel at institutions where Trainees may perform practice activities; and
- Peace Corps Volunteers who agree to assist with training.

These cooperants may be fundamental to the success of the training program, and they must be carefully identified and prepared for their role in training (see Teacher Training below).

Health and Personal Safety Training

A change from a traditional center-based training program to a decentralized, community-based training program invariably presents a number of challenges to the Peace Corps Medical Unit. Immediate questions are directed toward the logistics of providing basic health care, coping with possible emergencies, and assuring that Trainees are immunized

according to what may be an inflexible schedule. In almost every case, the Peace Corps medical officer (PCMO) has found that inoculations can be covered during weekly seminars. Basic health care for Trainees becomes as routinized as that for actively serving Volunteers, and adequate provision is made for emergency evacuation of a Trainee from the community training site. In most pilot CBT programs, the medical staff has been pleased to find out that the new groups seem to be unusually healthy, and that demands on the medical unit are much lower than with other training programs. This is another sign that Trainees are functioning at a higher level of autonomy and confidence.

Up until now, however, few medical offices have taken advantage of the potential of community-based programs to enhance the health and personal safety aspects of training. Usually, health and safety presentations are simply inserted into classroom time during weekly seminars, and the result is little change of content or strategy from more traditional programs.

Other medical officers have taken a more proactive stance, and found that community-based programs may offer some novel opportunities to improve health and safety training. An important premise of community-based training is that classroom learning is constantly informed and strengthened by practice at the community level, and that experiential aspect of training, in turn, feeds back into the more formal classroom work. Exercises of a technical or cultural nature, related to class-based material, are assigned to Trainees on a weekly basis. These activities, called "Trainee-directed activities" (TDAs), should reinforce and drive home the most important aspects of training content.

In Benin, the PCMO found that she could assign TDAs of many kinds to reinforce the health and personal safety content of seminar presentations. There should be some kind of activity that Trainees can perform independently (or with assistance from the facilitator) to reinforce almost any aspect of the health and safety curriculum. If, for example, the subject is diseases borne by insect vectors, the Trainees can be instructed to investigate whether villagers recognize the connection between certain diseases and their carriers. Trainees could also investigate traditional remedies for other illnesses, villager's views toward modern health care, breeding grounds for disease, and obstacles facing women and their particular health needs. The Trainees could be assigned an investigative TDA before a formal presentation, and then asked to report on their findings or observations before or during the presentation. Conversely, a formal presentation can be followed by a TDA to reinforce a particular point, or enhance their understanding of a subject.

"Various community members (the mayor, mayor's assistant, teachers, etc.) have lent support and encouragement. I think the instructors and staff are giving the right amount of support. I like having the independence to solve our own problems."

—PCT Nicaragua

Before assigning tasks or TDAs for the Trainees to complete at the local level, the PCMO needs to inform the language coordinator or other training staff member of the nature and scope of the assignment. Facilitators need to stay informed of Trainee assignments in the community, and prepared to assist in completing those assignments whenever necessary. Also, the facilitators may be an excellent source of suggestions for meaningful activities that Trainees can do at the local level to assist in their own health and well-being. Finally, the facilitator may be the person most indicated to keep the PCMO informed of possible problems of Trainees within the community. Since the facilitators and Trainees are in such close touch within the community, the facilitator might be most apt to recognize thoughtless, or even reckless, Trainee behavior which could affect their safety and health.

Another creative use of community-based training can be field visits by the PCMO. In Nicaragua, one PCMO found that certain subjects were much more comfortably presented to Trainees in the surroundings of their own villages. Two of those areas were HIV (STDs) and mental health. The medical officer found that she could gather Trainees in subgroups (from three or four sites) on Wednesday afternoons and discuss certain issues with a much higher level of intimacy within the neutral environment of the Trainees' own "turf." If necessary, a television and VCR could be loaded into a vehicle, and she could address all of the Trainees (gathered in two separate villages) in a single afternoon. This also afforded the PCMO with an excellent opportunity to converse with the Trainees informally and see how they were adjusting to the rural life.

Finally, a community-based programs presents unique opportunities for preparing host families to receive and care for Trainees. Many rural people might be intimidated by the trappings and formality of a training center during a health orientation. The alternative may be to gather families in their own villages, in one of the homes where a Trainee will live. Again, their can be a much higher level of intimacy between the PCMO and the families, and family members can feel more free about expressing their doubts and concerns.

Teacher Training (TOT)

The success of any training model depends on the level of preparation of the training staff. Because of the unique nature of this model, trainers must be particularly well prepared for a decentralized program. Facilitators in the field, for example, may receive little direct supervision, so they must be prepared to be independent workers and problem solvers. Since the Trainees perform many activities essentially on their own, a community-based program depends more highly on creative

cooperation from host family and community members who will become more or less involved with the program at the local level. Other training staff, such as technical trainers or the training director, must also know how to guide the Trainees toward independence, while still providing support when needed.

1. Language/Cultural Facilitators

As previously emphasized, the language/cultural facilitators play a critical role in the community-based program, and these key staff members must be well trained and prepared to fulfill their obligations within the program. In countries working with new language staff, three or four weeks for a comprehensive TOT program will probably be a wise investment. It should be apparent that the facilitators are responsible for a great deal more than just teaching language, and a well-planned and delivered TOT should address those additional responsibilities.

The higher costs of such a comprehensive teacher training program are further justified if facilitators become part of a full-time training staff (see Professional Staff, page 17). Judicious planning of multiple PSTs combined with in-service training seminars and tutoring programs will provide for the most efficient deployment of such a highly prepared staff.

In addition to the language teaching expertise critical for the instructors in any training program, the facilitators are expected to be logisticians, cultural interpreters, and counselors. They should at least be conversant in the technical subjects covered in training, as well. Furthermore, all facilitators need to be familiar with the Peace Corps' philosophy and goals. Examples of training activities for facilitators include performing site surveys, field trips to visit Volunteers, and briefings by program managers, Volunteers, and counterpart agency personnel regarding the job descriptions of the Volunteers and their technical requirements. Briefings by program managers and Volunteers should be repeated before the beginning of each training cycle.

A crucial area of preparation for facilitators concerns professional behavior in the field. Facilitators must demonstrate that they are capable of working independently and observe strict criteria for behavior while working in the villages. There should be no confusion regarding Peace Corps staff standards of professionalism, and facilitators should be well aware of Peace Corps policies regarding professional behavior.

"If I had to sit in a classroom for 12 weeks to be taught about Sri Lanka, I would learn nothing—but throw me into a host village where I can see how people live, then I will learn."

—PCT Sri Lanka

Every country will have its own needs regarding teacher training and staff development. However, the language office in office of Training and Program Support can be a valuable source of information and advice regarding initial staff training for community-based PSTs.

2. Cooperants

When Trainees work with an agency or institution in the village, one individual should be identified in each cooperating office, agency, or school to assume responsibility for the assignment and supervision of tasks for the Trainees during practice. Training staff will need to meet with each counterpart cooperant individually to carefully explain the purpose and goals of training projects, and to ensure that appropriate tasks will be chosen for both practical and didactic value. In addition, it would be valuable to the training staff to meet with cooperants as a group, to provide them with a broader understanding of the training program. Such a forum will also be an opportunity for host country workers to share ideas with each other and with training staff regarding the value of different activities as training tools.

A strong emphasis should be on the preparation of host families to serve as training resources. Family members should have a good understanding of the history and philosophy of the Peace Corps, the programs and goals of the Peace Corps in the specific country, and the Volunteer's role in the community. Families should be especially aware of their importance in encouraging the Trainees to both appreciate and speak the local language, and it would probably be useful for the host families to have a separate briefing with the language coordinator. Finally, the families should all receive a thorough briefing from the PCMO on Trainee personal safety, elements of nutrition and sanitation, and the agency's provisions for both routine and emergency medical care.

Finally, trainers (with the cooperation of Peace Corps staff) should plan carefully the involvement of Volunteers in the training program and make sure Volunteers are aware of their responsibilities and role in the program. Since community-based Trainees are dispersed in rural areas of the country, they are usually in fairly close proximity to working Volunteers and it may be relatively easy to arrange for productive contact between Volunteers and Trainees. However, meetings between Trainees and Volunteers, especially in the first weeks of training, should be mediated. Trainers need to explain to Volunteers how they might best assist the Trainees, and remind them of their responsibilities, considering how much of what they say and do might influence the Trainees. Also, experience shows that Volunteers often can give excellent training, so encour-

aging them to take a part in the formal aspects of training should raise the skill level of the Volunteers as a whole. However, it is just as necessary for Volunteers to be prepared for their role in training as it would be for any other active participants. They need to be prepared with the subject matter, lesson plans, outlines and material, when necessary.

Administrative Support

A decentralized training program clearly requires an efficient administrative support system, although the actual administrative tasks need not be more complex than with any other kind of program, provided there is forethought and planning. In fact, bureaucracy and administration may be less in comparison with that of other kinds of training programs. There is no need, for example, for the kinds of maintenance and supervision necessary to keep a training center operating. Also, since training tasks, studies and living experience are integrated into actual work situations, the Trainees themselves shoulder many administrative tasks. In other words, the administration of training may be decentralized to the extent that training operations are decentralized.

- An administrative person must plan for an efficient distribution of funds required on a periodic basis. Other than salaries for staff, the principal needs are for:

  - Trainee housing allowances (monthly);
  - Trainee walk-around monies (biweekly);
  - Facilitator housing allowances (biweekly); and
  - Trainee per-diem expenses for seminars (weekly).

  Per-diem payments usually cover the nominal cost of transportation to and from the training village, as well as meals and lodging at the seminar site.

- In a decentralized program, the acquisition of necessary supplies must also be rational. Although minimum training materials are necessary at the village level, facilitators must make sure that their needs are given ahead of time, so that materials will not need to be purchased separately for each village.

- Finally, there must be provision for timely payment to people who are subcontracted for single tasks. Presenters may be invited for seminars or field experts may need to assist Trainees with technical tasks at a village level. These expenses are usually easily estimated before

the start of training, but there should be a "boilerplate" contract that allows for efficient hiring and reimbursement for personal services.

Budget Considerations

The jury is still out on the actual costs of a CBT-type program in relation to other training models. On one hand, a village-based program does not require a large campus-like training center. In many countries, the Peace Corps Office may provide space for core staff as well as a conference room for seminar training. In other cases, the training "center" might consist of a separate, small facility, and counterpart agencies or other institutions might offer space for weekend seminar classes. Also, the increased use of invited or contracted HCN personnel for seminar classes may reduce the need for other more expensive trainers (i.e., U.S. Personal Services Contractors).

The following are expenditures associated with decentralized training and must be considered when developing a training budget:

- Costs for salaries may be affected by hiring one or two more facilitators than there are classes, though this is often the practice with other training programs as well, to provide for absences due to vacation and emergency leave.

- Because of the greatly expanded role of the language/cultural facilitators, a pay increase for them may be justified, especially for more experienced individuals.

- Since the Trainees usually spend a night at the central point during the weekly seminars, they will probably require a per-diem allowance to cover expenses. In many countries, Trainees receive one day per-diem, at the same rate as that given to Volunteers, to cover lodging, meals, and transportation for each seminar.

- Because of the need for periodic contact between staff and Trainees at the village level, costs associated with travel may increase. However, with good planning most programs probably do not need more than one vehicle dedicated to training. Learning how to use public transportation should be a major part of training, hence there should be little or no reason to provide transportation for Trainees.

- Facilitators residing in the villages may receive the same housing allowance as the Trainees. Thus, housing allowances need to be calculated accordingly.

- Expenses associated with village-level projects (for example, gardening tools or other specialized equipment) may need to be dupli-

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cated for each village. However, many costs can be avoided by encouraging the Trainees to use tools and resources available from the villagers themselves.

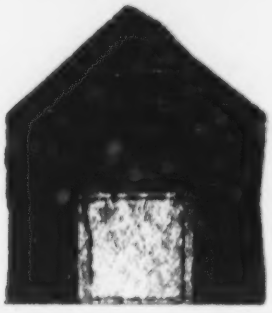
- Monies should be available for contracting local personnel for seminar classes or village-level demonstrations. In Nicaragua, each training cycle provided for ten days of consultancy at a standard rate of $150 per day. This fund can be greatly stretched by dividing a consulting day into four two-hour periods and paying presenters an honorarium of $37.50 for a single presentation. Of course, speakers representing counterpart agencies would probably not be reimbursed.

In-Service Training

It is not difficult to incorporate in-service training programs into the community-based training model, particularly in countries with continuous training programs. For in-service language training, for example, Volunteers can simply return to their village and training family, or make their own arrangements for staying in the village. Usually Volunteers are happy with the opportunity to return to their villages, where they are in a familiar environment, for further study. Should in-service language training require classes to reshuffle, the Volunteers can help each other find a place in the village, or simply switch host families.

Peace Corps can also return to the village/seminar pattern to incorporate technical and cultural training into the in-service training. Volunteers can work half-days on language, complete village-based objectives during the afternoons, and meet for formal training seminars before or after (or before and after) the week-long village stay.

In Nicaragua, where Peace Corps operates a continuous training program, in-service language training has been conducted almost without cost. When a group of Trainees leaves for a week-long site visit (usually during the tenth week of training), Volunteers from the previous group are invited to in-service language training. Usually, these Volunteers can return to their village and occupy the bedroom of a current Trainee, while the language facilitator remains in the village to teach during the week. The families have already been paid a living allowance for the Trainee, so Volunteers need not be reimbursed for expenses.



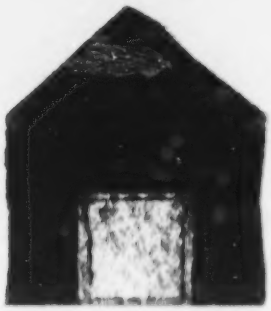
Conclusion

This document is a general guide to assist country staff in developing a community-based training program suited to the needs of the Peace Corps at each post. As emphasized in the Introduction, however, each country program is unique in the specific needs of the Peace Corps and in the opportunities and resources found in that country. Therefore, each country team must design and implement its own program to take best advantage of the possibilities for training in that country.

Increasing evidence indicates there is much to recommend the community-based, decentralized approach to training. Countries in all Peace Corps regions are finding that Volunteers trained using this model display markedly higher levels of competence and self-confidence by the end of training. Trainees are highly motivated to learn rapidly, and are pleased with their training. At their job assignments, they tend to be "up and running" almost from the beginning and to integrate rapidly into their communities.

"I've been pretty impressed with Peace Corps and I am glad to be part of the first group of environmental Volunteers in the world to experience this new awesome training! . . . I really do feel that these past ten weeks of training have been great. I feel really prepared and ready to go—I'm excited and nervous, but I know we will all do great—we've made it this far."

—PCT Nicaragua



APPENDIX A

Continuing vs. One-Time ("Omnibus") Training Programs

Experience at many posts has demonstrated solid reasons for moving toward continuous training programs, rather than conducting training one time per year for all programs.

Arguments for continuous training can be summarized as follows:

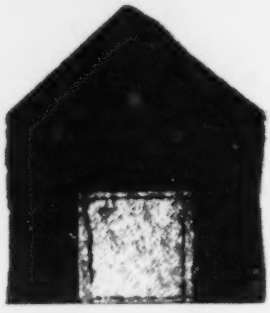
1. Professionalization of language/cultural training staff is enchanced. Continuous training programs allow for contracting language/cultural instructors on a year-round basis. There is no need to conduct a search for new staff each year. With a permanent staff, extra resources can be put into an initial teacher training program, with additional reinforcement in training skills throughout the year. Under omnibus programs, a fairly extensive TOT must be repeated each year when new staff are hired.

2. A reduced number of permanent staff can be as cost efficient as contracting a much larger staff for one large training cycle per year. A staff of six instructors, for example, may work with three smaller groups per year, rather than the contracting, training and support of a staff of 18 instructors for four months per year.

3. A permanent language staff gives Peace Corps staff greater latitude in programming in-service language seminars throughout the year, and gives skilled language staff the time and resources to prepare new program-specific materials, and update other materials according to changing needs and methodologies.

4. Ordinarily, continuous training programs divide training cycles by technical program. One training cycle will train only Community Health PCVs, while another will train only Environment/Forestry PCVs, for example. Training staff can focus all energy on the needs of a single program, and only one program officer is involved in training at one time, rather than absorbing the time of all Peace Corps staff for one lengthy time per year. Also, a brief TOT before each training cycle can introduce all language staff to the job-related needs of all their Trainees, so that instructors can program classes accordingly, as well as become professionally conversant with the Trainees.

5. Finally, training of smaller groups provides for a much higher level of intimacy between staff and Trainees during the critical training cycle, and allows for a much higher level of attention to individual Trainees and their needs.



Appendix B

Sample Orientation Schedule

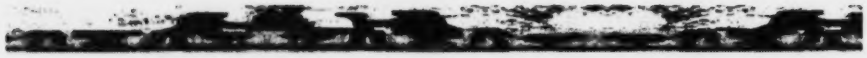
The orientation period has multiple purposes:

- To introduce the new Trainees to the country, the Peace Corps, and the Training program;
- To allow Peace Corps staff and trainers to become acquainted with the Trainees;
- To make the goals of the Peace Corps and training explicit;
- To begin building a professional and collegial relationship between staff and Trainees;
- To help the new Trainees feel comfortable and confident within the new environment; and
- To take care of necessary administrative matters.

The in-country orientation is not specifically a training event, although it does orient the Trainees to the training program. The Peace Corps staff should take the opportunity to welcome the Trainees into the larger organization. The following is the orientation schedule used in Nicaragua.

Tuesday	9:30 a.m.	Arrive Capital City
	11:00 a.m.	Arrive Orientation Site, Check-In (room assignments/name tags)
	12:00 p.m.	Lunch with Training Staff Introductions Welcoming Remarks
	1:00 p.m.	Review Orientation Schedule Disbursement of Allowances
	3:30 p.m.	"A Day in the Life" (invited PCV guests)
	6:00 p.m.	Dinner with PC Staff Welcoming Remarks
Wednesday	8:30 a.m.	Language Interviews Photos/Documentation Medical Interviews/Injections Scavenger Hunt (concurrent activities)
	12:00 p.m.	Lunch Introduction to Invited Guests: Government and Counterpart Officials
	1:30 p.m.	Training Introduction and Goals (training director)
	3:30 p.m.	Peace Corps Orientation (PC director)
	4:45 p.m.	Medical Briefing (PCMO)
	6:00 p.m.	Brief Walking Tour of Area, and Dinner at Local Spot

Thursday	8:30 a.m.	Development Issues and Peace Corps Expectations (PTO)
	10:30 a.m.	Introduction to Peace Corps Project Program(s) in Country (APCD[s])
	12:00 p.m.	Lunch
	2:00 p.m.	Full Medical Orientation (PCMO)
	4:30 p.m.	Personal Safety Orientation (with participation of PCVs)
	6:00 p.m.	Dinner
	7:30 p.m.	Rural Towns and Families: (Preparation for Homestay) (training director/guest)
Friday	8:00 a.m.	Language Overview (coordinator) Introduction to Language Staff
	9:30 a.m.	Survival Language Classes
	1:00 p.m.	Language Classes, cont.
	3:30 p.m.	Tour of Training/Seminar Site
Saturday	8:00 a.m.	Training Site Assignments Complete Locator Forms
	8:45 a.m.	Language Classes
	12:00 p.m.	Lunch
	1:30 p.m.	Evaluations/Check Out of Hotel/Move in with Host Families in Communities



Note: This schedule deliberately leaves time for the Trainees to spend a weekend in their training communities to settle in and become acquainted with their host families and the community before the start of classes. The facilitator should also remain in the community and make a courtesy visit to each Trainee on Sunday.

APPENDIX C

General Training Site and Family Criteria for Community-Based Programs

These criteria, offered as general guidelines, may assist staff to select training sites and assure the well-being of Trainees in community-based training programs. Each post, however, would establish guidelines specific to the conditions and requirements of the country.

The training sites:

- Should be no more than two hours from the seminar site by public transportation. Check approximate frequency and times of transport.
- Should always be accessible (all-weather roads always passable).
- Should preferably have electricity.
- Must have reliable water source (public taps, springs, or wells).
- Must have adequate housing to accommodate Trainees.
- Must have a vehicle in site (private is fine) for emergency.
- Must have a local school—ideally having several grades. Better, if there's more than one school.
- Must have infrastructure associated with a town: church, some kind of civil authority (prefecture, for example), store or stores, and houses close enough together that there's no feeling of "isolation."

- Must have identifiable resources for technical and cultural learning (for example, local farming economy for agricultural programs; local community groups in need of organizational management assistance for community development programs; health center for health programs, fishing economy for fisheries programs, etc.).

- Should generally have a nice "ambiance."

Check for following municipal facilities, which would be nice, but may not be necessary:

- Telephone or radio;

- Health center or post with paraprofessional;

- Community civic organizations (church or school related, OK);

- Women's organization;

- Peasant or farmer's organization;

- Institutional cultural resources (library, sports clubs, church groups, etc.);

- Regular public market (weekly or biweekly); and

- No or few other non-native English speakers.

A fairly complete training site survey should include:

- Descriptive answers addressing above points;

- Two rough sketch maps: one of the village itself, and one of the village in relation to seminar site, other close-by villages, and major landmarks (mountains, rivers, etc.);

- Names of major community figures likely to be Trainee "cooperants";

- Names of contact people who may be especially helpful or willing to help;

- General reaction of local people to description of Peace Corps training plan; and

- Surveyor's judgment of possibility of finding housing, as well as the suitability of the site for training in general.

Selection of Host Families

These criteria served as general guidelines for selecting families for the training program in the Les Cayes area of Haiti. However, the family housing situation in each country will be unique, and common sense should prevail in the final selection of host families. Also, since language staff assist greatly in finding families, this information must be well understood by them.

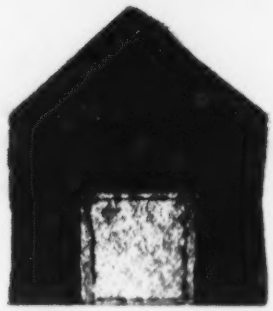
We expect that all families will be generally "typical" of the communities where they live. However, because of requirements regarding basic Trainee comforts, health and security, host families may well be somewhat better off economically than many of their neighbors. This is not necessarily an unfortunate fact of life. Basically, though, experience has shown that there is no great correlation between level of material comforts and Trainee satisfaction. As long as minimal requirements are met, no family should be preferred or excluded on the basis of relative wealth alone.

It is possible that some HCNs (as well as Americans) may insist that the most "typical" or "best" families are composed of a father, mother, and their children. In fact, in most societies a family composed of a female head of household, her children, and other collateral relatives may be just as typical and perfectly acceptable as a host family. Even in such instances, though, there will most likely be an adjunct male (or males) to the household in the way of "occasional" spouse, grandfather, uncle, or son-in-law. Such arrangements are viewed as perfectly fine as long as they are not the subject of community scandal. As one speaks with community members during site surveys and family searches, there will usually emerge a sense that candidate families are generally well regarded by neighbors and not associated with anti-social behaviors (such as drunkenness or violence). A village religious figure might possibly be a good source for family references.

Guidelines for PCMO Family Contacts

The Peace Corps has established well-defined guidelines regarding what the Peace Corps medical officer (PCMO) should cover during family interviews and briefings. These topics mainly concern water safety, food preparation, diet and nutrition, cleanliness, use of medications, and emergency procedures. Interviews and briefings may be much more effective if the PCMO views them as opportunities to learn about local customs, beliefs and practices, as well as a chance to educate family members themselves about ways that they can protect and improve their own health.

Finally, the Peace Corps in each country should probably develop a broad policy regarding Trainees who are vegetarians, considering factors such as the ability to secure an adequate diet in rural areas, as well as to what extent families should be asked to deviate from their own routines to satisfy the demands of the Trainees.



APPENDIX D

Family Survey Checklist

SURVEYOR'S NAME: _____

COMMUNITY NAME: _____

FAMILY NAME\
CONTACT PERSON: _____

EXACT ADDRESS: _____

A. Persons who reside in the household: _____

	Name	Relationship	Age	Occupation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

B. Drinking Water Source: _____

1. Location from house: _____

2. Public tap\pump, spring, or well (circle one)

Comments:
_____

_____

C. Bathing facilities:

1. Private	YES ( )	NO ( )
2. Good drainage	YES ( )	NO ( )

Comments:
_____

_____

D. Toilet facilities:

1. Private (door)	YES ( )	NO ( )

Comment:_____

2. Used only by family	YES ( )	NO ( )

Comment:_____

3. Away from water sources	YES ( )	NO ( )

Comment:_____

4. Good foundation	YES ( )	NO ( )

Comment:_____

5. Clean and orderly	YES ( )	NO ( )

Comment_____

6. Adequate roof	YES ( )	NO ( )

Comment:_____

7. Seat\hole cover	YES ( )	NO ( )

Comment:_____

E. Trainee Security:

1. Other houses in view	YES ( )	NO ( )
2. Emergency plan (e.g., knowledge of accessible vehicle)	YES ( )	NO ( )

Comments:

_____

_____

_____

F. Bedroom:

1. Private	YES ( )	NO ( )
2. Secure door latch	YES ( )	NO ( )
3. Concrete\tile floor	YES ( )	NO ( )
4. Acceptable mattress	YES ( )	NO ( )
5. Window\ventilation	YES ( )	NO ( )
6. Adequate ceiling	YES ( )	NO ( )
7. Place to hang clothes	YES ( )	NO ( )

Comments:

_____

_____

_____

_____

G. Kitchen:

1. Separate from living area	YES ( )	NO ( )
2. Adequate food storage	YES ( )	NO ( )
3. Adequate ceiling	YES ( )	NO ( )
4. Clean utensils, countertops, and cupboards	YES ( )	NO ( )

Comments:

_____

_____

H. Yard:

1. Free of standing water, mud, receptacles	YES ( )	NO ( )
2. Clean and orderly	YES ( )	NO ( )

Comments:

_____

_____

_____

I. cultural Differences:

1. Family briefed about cultural differences YES ( ) NO ( )

Comments:

_____

_____

_____

Name of closest person with vehicle for use for emergency transportation of Trainee to seminar site:

_____

GENERAL COMMENTS:

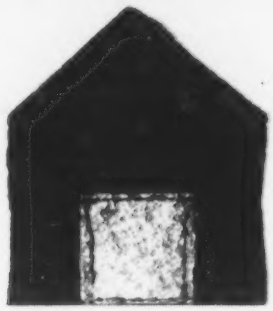
_____

_____

_____

_____

DRAW A MAP OF THE COMMUNITY BELOW WITH THE LOCATION OF THIS HOME.



Appendix E

Sample Job Descriptions for CBT Training

These job descriptions may serve as guidelines for countries planning community-based training programs. However, just as each post has its own training design based on local needs and resources, staffing patterns and job descriptions may also vary widely among countries.

Master Trainer/Training Director

A. Oversees all aspects of pre-service training and supervises all senior training staff (language coordinator, technical trainer).

B. Is responsible to the Peace Corps staff (and/or contractor) in all matters of communication, including periodic reports and documentation of training activities (to be defined by the Peace Corps and/or contractor).

C. Serves as chief administrator of all training activities, including, but not limited to, planning, finance, budget, payments, contracts, and oversight of Trainee testing and evaluation.

D. Is responsible for curriculum development and majority of training classes for all sectors of training not under the purview of the language coordinator and the technical trainer. These sectors of training include cross-culture, development theory and practice (community development, role of Volunteer in development, gender and development), Peace Corps orientation, and Volunteer adaptation.

E. Prepares final calendar of training events (COTE), training syllabus, teacher training (TOT) schedule, and orientation schedule at least two weeks prior to the start of training (or in a timely manner determined by the Peace Corps and/or contractor).

F. Directs the TOT (in coordination with the language coordinator) and the pre-training orientation before the start of each training cycle.

G. Supervises Trainee placement (in training sites) and Trainee housing assignments.

H. Makes periodic visits (biweekly?) to each training site for general supervision, counseling, and feedback.

I. Ensures the integration (through syllabus design and weekly consultation) of the language, cultural, technical, and health/safety aspects of the training program.

J. Establishes procedures and guidelines to ensure Trainee security, and prompt action in the case of medical or other emergencies, and serves as the responsible party for all emergency action.

K. Assumes personal responsibility for performance evaluations of all senior training staff; has oversight and approval of evaluations of language/cultural facilitators.

L. Approves all requests for purchase of materials for language and technical staff, and assures that necessary materials will be provided at the time of need.

M. Handles all matters of protocol between the training program, training families, host country nationals (training cooperants), the Peace Corps, etc.

N. Keeps abreast of current developments in training design, methods, technologies, etc., through communication with colleagues and revision of professional materials.

Language Coordinator

A. Oversees all aspects of training associated with language learning and cultural adaptation at the community level, and acts as the immediate supervisor of the language/cultural staff (facilitators).

B. Except in cases of emergency, mediates all communication between facilitators and other training/PC staff.

C. Is responsible for development of formal language curriculum (classroom-based language learning), including training outline, weekly lesson plans, and identification or creation of didactic materials.

D. Designs, conducts, and coordinates the language segments of the TOT (in cooperation with the master trainer and technical trainer).

E. Ensures the integration of the cultural, technical, and health and safety aspects of training into the language curriculum, both through lesson plans (formal curriculum) and practice language sessions (informal curriculum).

F. Coordinates efforts of language/cultural facilitators in identifying and surveying local families for the Trainee live-in.

G. Conducts biweekly performance evaluations of facilitators and periodic progress evaluations of Trainees.

H. Assists the master trainer in conducting cross-cultural classes during training seminars, when possible and/or appropriate.

I. Submits periodic reports to the master trainer regarding facilitator performance, Trainee progress, and creation of training materials.

J. Receives requests for training materials from facilitators and submits requests for materials in a timely fashion to the master trainer.

K. Conducts ongoing/continuing TOT as the needs and opportunities arise.

L. Conducts weekly visits to each training site to provide feedback and demonstrations to both facilitators and trainees.

M. During site visits, is responsible for delivering family pay envelopes to the facilitators for distribution.

N. Works with the language staff during weekly seminars on continuing TOT, writing lessons plans, and developing new training materials specific to Peace Corps programs.

Technical Trainer

A. Is responsible for all aspects of Pre-Service Training associated with the technical preparation of Trainees for their PC job assignments.

B. Works with the appropriate APCD to design the technical curriculum, based on Peace Corps objectives as stated in the description of work (DOW).

C. Conducts majority of technical training classes (formal training) during seminars and advises/supervises Trainees in technical-based community-level activities (informal training).

D. coordinates and handles the logistics for all technical training involving training cooperants (e.g., HCN agency officials, etc.), including making contacts, writing contracts, and scheduling.

E. Conducts formal technical exercises at the community level on a weekly basis, or as needed.

F. Conducts periodic (weekly or biweekly) assessment of of Trainee progress, and submits monthly progress reports for each Trainee to the master trainer.

G. If appropriate, may act as chief duty officer and first level of contact between Trainees and the master trainer and the medical officer (PCMO).

H. Assesses resources for technical training at the community level, and plans for community involvement in the training process.

I. Identifies training materials (including readings) necessary for all aspects of technical training, and submits requests for necessary purchase of materials to the master trainer in a timely fashion.

M. Conducts ongoing and informal feedback and training supevision at the community level regarding technical, cultural, and behavioral issues of Trainees.

Language/Cultural Facilitators

A. Is directly responsible for language instruction (both formal and informal) at the community level, and provides ongoing informal instruction and advice to Trainees regarding cultural adaptation and appropriate behavior. The facilitators are the first level of contact

between the Trainees in the communities and senior training staff, and the key link in integrating all elements of training (language, cultural, technical, and health and safety) through both formal and informal activities within the communities.

B. Provides formal instruction in language aquisition to Trainees on a daily basis within the community, following lesson plans and guidance provided by the language coordinator.

C. Conducts applied ("practice") language sessions outside of the classroom in and around the community on a daily basis. The facilitators accompany the Trainees to provide guidance in performing assigned tasks to achieve language, cultural, and technical objectives, while providing feedback and instruction in language use.

D. Assists Trainees in coordinating practice training activities outside of the classroom, helping to establish contacts with local figures and institutions, and obtaining materials at the local level.

E. Assists senior training staff in identifying and surveying families in the communities of the family live-in.

F. Serves as the primary liaison between Trainees and their families, and visits each family at least biweekly to deliver pay envelopes and check on the well-being, progress, and behavior of the Trainees.

G. Actively seeks resources within the community to assist Trainees in language learning and the performance of technical and cultural objectives.

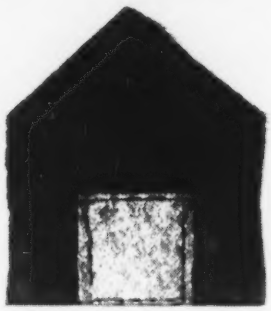
H. Meets weekly (during training seminars) with the language coordinator and other training staff (when necessary) for briefings on upcoming training topics, and to develop new lesson plans and create new training materials.

I. Assists Trainees in learning (via practice) about local transportation and communications systems and other "survival" skills.

J. Serves as the cultural model and "guide" for Trainees within the community, showing by example and instruction the cultural norms of behavior, manners, dress, customs, etc.

K. Conducts ongoing feedback to Trainees regarding all areas of learning within the community, and writes biweekly evaluations of Trainee progress (in language and behavior) to submit to the language coordinator.

L. Maintains an inventory of necessary training materials in the community and reports needs for materials to the language coordinator in a timely fashion.



APPENDIX F

Guyana: An Urban-Based Model

Guyana's pre-service training program for 1996 was an eight-week program. The relatively short training period reflects Guyana's status as, officially, an English-speaking country. Therefore, the emphasis was on technical and cultural studies. Language learning (an indigenous, English-based Creole) was facilitated on a mostly informal level, and closely integrated with the cultural studies component of training.

The training program designed for Peace Corps/Guyana was original and innovative, although it was based on the principles of the Fully Integrated Training (FIT) model. The program was practice-oriented, largely self-directed, relied on minimum formal classroom hours, and was decentralized in concept. Unlike a classic FIT model, however, the Guyana program was not structured around an intensive language learning component. Instead, the backbone of the program consisted of a pair of technical practicums around which the rest of the curriculum was structured.

While the Guyana training program was conducted in an urban environment, it was in most respects community-based. In this model, the urban neighborhood (with its attendant institutions) served as a proxy for the traditional "village." This arrangement is appropriate in a country where the focus of the Peace Corps is on urban areas, although some Volunteers are also assigned to rural areas as well. Trainees received a solid introduction to rural conditions during field trips and the technical practicums, but all Trainees lived with Guyanese families in the capital city of Georgetown. All of the seminar classroom sessions were held at a central point in Georgetown. After an initial three-day orientation upon arrival in the country, the Trainees were dispersed in households throughout the city, but they were clustered in groups of

two to three houses. The houses of each cluster were within two blocks from each other. The Trainees living in each cluster were in the same technical program (Youth Development or Community Health), and they formed a work team for the duration of the training period. The Trainees in each work team cooperated with each other throughout training to accomplish several assigned goals and objectives. The Guyana 1996 PST had 20 Trainees; ten each in the Youth Development and Community Health programs. Therefore, the Trainees were divided into eight work teams; four teams in each program.

At the end of the third week of training the Trainees participated in a three-day field trip and stayed with second-year Peace Corps Volunteers in rural areas. In addition, a week-long site visit was programmed during the sixth week to allow the Trainees to become accustomed to their future work assignments. The sixth week site visit was preceded by a day-long "Counterpart Day," when the Trainees met their future counterparts in Georgetown, received a detailed orientation to the site visit, and began working on work plans with the counterparts.

Guyana Pre-Service Training Schedule
July 2 - August 29, 1996

ORIENTATION		
July 2	Tue	Trainees Arrive in Georgetown (10:30 p.m.)
July 3-6	Wed-Sat	Pre-Training Orientation
July 6	Sat	Move in with Families
WEEK 1		
July 8	Mon	Begin Training Classes
July 11	Thu	Begin Field Practicum I
WEEKS 2-3		
July 11-27		Field Practicum I
July 25-27	Thu-Sat	Field Visit with PCVs
WEEKS 4-5		
July 29-Aug. 10		Field Practicum II

WEEK 6		
Aug. 12	Mon	Counterpart Day
Aug. 13-17	Tue-Sat	Site Visit
WEEK 7		
Aug. 19-24	Mon-Sat	Complete Formalized PST
WEEK 8		
Aug. 26-28	Mon-Wed	Training Wrap-Up: Administration, qualification, final orientation, etc.
Aug. 29	Thu	Swear In

The Training Week

During each week, Trainees spent from 16 to 20 hours in the classroom, and from 24 to 28 hours outside of the classroom in either technical practicum, or fulfilling assigned technical, cultural, or language-related objectives. The mornings (from 8:00 to 12:00 p.m.) were devoted to formalized classes or structured practicum, while the afternoons (from 1:30 to 5:30) were reserved for unsupervised training activities related to, and in support of, classroom curricula in the technical, cultural, and language components of training. While weekday mornings were reserved for technical training, Wednesday afternoons and Saturday mornings were, for the most part, dedicated to cultural and language training and activities.

Three principal kinds of training activities were built into the program: formal classroom activities, technical practicum, and unsupervised (Trainee-directed) activities.

Formal classroom activities followed a traditional lecture/presentation format and were supplemented by assigned readings. This kind of formal technical training took place on Monday, Wednesday, and Friday mornings. Wednesday afternoons were reserved for formal cultural/language training. Saturday mornings served as a "cushion," when either technical, cultural, or other activities could be scheduled depending on the demands of the program.

Technical practicum was scheduled for two days a week and complemented formal classroom activities. On Tuesday and Thursday mornings, each work group (of two or three Trainees) reported to an appropriate counterpart institution where the Trainees performed supervised

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tasks directly related to their job assignments. Examples of such institutions included local health clinics or regional health planning centers (for the Community Health Program) and local orphanages or youth clubs (for the Youth Development Program). Only one Trainee work team of two or three Trainees was assigned to each local institution for the practicum. Training staff conducted an orientation for a counterpart person at each institution so that the Trainees could receive the maximum benefit during the practicum. In addition, the work teams were frequently—but not always—accompanied by either a PCV or a language/cultural facilitator on the training staff.

Each Trainee (with the work team) completed two practicums during the training cycle; they worked with each practicum for approximately two weeks. The practicum sites were mostly qualitatively different from each other, and covered a range of working environments within both the Youth Development and Community Health programs. After two weeks in the first practicum (training weeks 2 and 3), each work team was assigned to a second practicum (training weeks 4 and 5), where job-related tasks could be performed in a different environment. Practicum sites were located both within the city and in nearby rural areas easily accessible by public transportation. Most Trainees could work in practicums in both urban and rural settings, and in both public service and administrative environments.

Unsupervised training projects were the third kind of training activity, and all Trainees needed to complete these to reach prescribed goals. In most cases, Trainees worked on specific projects assigned by training staff; however, Trainees also had the opportunity to design independent projects. Each week, the Trainees received task assignments requiring independent work or investigation in the technical, cultural, and language areas. At the same time, Trainees could be working on longer term, more comprehensive projects, including community surveys and assessment, community mapping, household interviews, proposal writing, and preparation of public presentations on technical topics. Satisfactory progress in all independent projects was necessary to complete training and qualify for service as a Volunteer.

Training Week Schedule

	Morning	Afternoon
Monday	Technical Classes	Independent Projects
Tuesday	Practicum	Practicum and/or

		Independent Projects
Wednesday	Technical Classes	Culture/Language
Thursday	Practicum	Practicum and/or Independent Projects
Friday	Technical Classes	Independent Projects
Saturday	Class or Activity as Needed	Class or Activity as Needed

Training Staff

- Training director
- Language/cultural coordinator
- Host family coordinator/secretary
- Driver/logistics coordinator

Part-time training staff during the PST included:

- A third-year Peace Corps Volunteer nearing close of service, served as coordinator for the Youth Development training;
- An HCN, working in the health sector and having previous training experience, was contracted to coordinate the Community Health training; and
- Four language/cultural facilitators, supervised by the language/cultural coordinator.

Staff Development

Guyana's training model relied heavily on a fully prepared support team of staff and cooperants. Aside from the training staff, identified above, cooperants to the program included:

- Host family members;

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- "Counterpart personnel" at the institutions where Trainees will perform the practicum; and

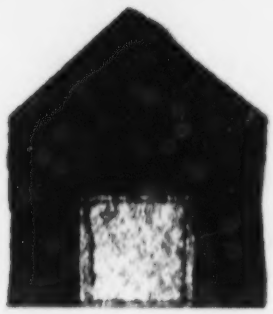
- Peace Corps Volunteers who agreed to assist with the training.

Staff training focused mainly on preparing the language/cultural facilitators. Facilitators worked with the language/cultural coordinator on classroom-based language/cultural lessons, and also accompanied Trainee work teams to serve as both cultural interpreters and language informants. The facilitators also worked with the Trainees in both practicum and independent project work, as deemed appropriate by the language/cultural coordinator and the training director.

Facilitators received a solid introduction to the goals and philosophy of the Peace Corps, the objectives and rationale for the training program, and the elements and skills for independent language and cultural learning. In addition to the staff training prior to the start of PST, facilitators also worked with the coordinator on continued staff training and materials development during two afternoons per week when Trainees were in technical sessions.

Local "counterpart" institutions were identified for practicum studies at least two weeks prior to the start of training. One individual in each institution was prepared to assume responsibility for the assignment and supervision of tasks for the Trainees during practicum. Training staff met with each counterpart cooperant to carefully explain the purpose and goals of training projects and to assure that appropriate tasks would be chosen for both practical and didactic value. In addition, training staff met with the cooperants as a group to assure that they all understood of the training program as a whole. This forum also provided an opportunity for host country workers to share ideas with each other and with training staff regarding the value of different activities as tools for training.

Because of the limited scope of the language component for Guyana's training, families were made especially aware of their importance in encouraging the Trainees to both appreciate and speak the local Creolese language. The families were introduced to the facilitators and briefed by the coordinator on the language and cultural components of training.

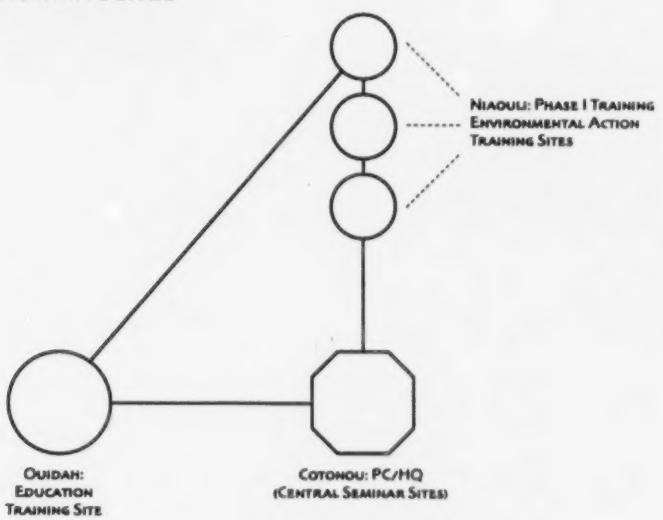


Appendix G

BeninFIT: A Split-Training Design[1]

Benin provides an example of community-based training program composed of two distinct technical tracts. In 1996, Benin's training class consisted of 13 Trainees in the Secondary Education program who trained in the city of Ouidah, and eight Trainees in Environmental Action who trained in the Niaouli/Allada area for the first six weeks of training and moved to the far northern site of Pehunco for the last six weeks of training. The decision to split the training class was based on considerations

Location of training sites



1 A complete description of these two training programs (Secondary Education and Environmental Action) is presented in the training syllabi written by Peace Corps/Benin and available on request from the Africa Program and Training Office.

of job/technical resources for each group, as well as the language/cultural requirements of the Environmental Action Trainees who will all be posted in the northern area of the country after swearing in.

The Education Trainees (mathematics, physics, and chemistry) were all trained in a single locality, which is characteristic of an urban community-based model (see Guyana case study). However, the Trainees were dispersed over a large area within or near the city, and language/cultural classes were organized by neighborhood and held in Trainees' homes. The Education Trainees worked as a larger group only during training seminars and during the three-week model school practicum. The eight Environmental Action Trainees were grouped in three localities around an environmental research/teaching facility in Niaouli for the first six weeks of training. After a seventh week site visit, the Trainees met again in the northern part of the country, and finished the twelve-week program in villages near Pehunco. The first training sites were near to the capital city, which allowed these Trainees to share in Wednesday meetings with the Education Trainees to cover medical orientation and Peace Corps administration. The move during the final weeks enabled the Environmental Action Trainees to receive advanced technical training specific to the area where they would later work, as well as receive exposure to local languages.

Environmental Action Training Design

The two phases (by location) of the Environmental Action program were organized in four quarters of training, each of which corresponded to a training "theme." Weekly training within each of the quarters was also defined by both a subject and a seminar topic (technical seminars were held on Monday during the first phase, and as needed during the second phase). The syllabus outlined a number of competencies for each quarterly theme, while weekly activities were defined by a series of training objectives, Trainee-directed activities (TDAs), and readings.

Phase I: Niaouli training

Quarter I: Welcome to the Family

Theme:	Motivation (Who are we? Why are we here?)	
Week 1	Subject	Stranger in a Strange Land

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	Seminar	Introduction to PC/Benin, Environmental Action, and BeninFIT, Survival Basics
Week 2	Subject	The Family Environment
	Seminar	Peace Corps, PCVs, and Development/Environmental Action: The Project Plan
Week 3	Subject	The Village and Local Resources
	Seminar	Village Resources, Participatory Mapping, Gender and Development

Quarter II: Understanding Participatory Development

Theme:	Information (What is our role here? What can we do?)	
Week 4	Subject	Labor and Field Knowledge
	Seminar	Introduction to Participatory Development, Transects, Assets Approach
Week 5	Subject	Seasons
	Seminar	Seasonal Calendars, Participatory Sorting and Ranking
Week 6	Subject	Wrap-Up of Phase I
	Seminar	Research/Animation Techniques

Phase II: Pehunco Training

Quarter III: Developing Practical Skills

Theme:	Practice (How can we do what we need to do?)	
Week 7	Subject	Post Live In (Site visits)

	Seminar	Counterpart Agency Relations (Parts 1-2)
Week 8	Subject	Gardens and Tree Nurseries
	Seminar	Various
Week 9	Subject	Agroforestry, Orchard and Plantation Management, Mud Stoves
	Seminar	Various

Quarter IV: Bridge to Site

Theme:	Application (Can we do this?)	
Week 10	Subject	Animation Techniques, Soil Conservation and Management
	Seminar	Various
Week 11	Subject	Environmental Education
	Seminar	Various
Week 12	Subject	Wrap-Up of Phase II
	Seminar	Review and Planning

The Environmental Action program during Phase I of training included full-day technical seminars on Mondays, language classes during most mornings, and medical and health training (together with the Education Trainees) on Wednesday mornings. Most afternoons were reserved for applied language and Trainee-directed activities. Four hours of cross-cultural studies were also programmed for each week. The schedule during the Phase II of training was more flexible, allowing increased time for seminar activities, more integration of language instruction and Trainee-directed activities, and more cross-cultural programming specific to that area of the country.

Secondary Education Training Design

The design of the Secondary Education program was inherently simpler, since the Trainees remained at a single site for the duration of training and most of the technical activities were compressed into the model school phase of the training (weeks 9-12). Still, the program was divided into formal language learning, applied language, Trainee-directed activities, Wednesday morning meetings (together with Environmental Action Trainees) for medical orientation and Peace Corps administration, and technical seminars. Because the Trainees did not have to travel to a central technical seminar site, learning activities were spaced throughout the week, rather than grouped on a single day. Like the Environmental Action program, the Education training program was also divided into four quarters. The outline of that program was:

Phase I: Cotonou (Capital city, Peace Corps HQ)

Theme:	Stranger in a Strange Land	
Week 1	Subject	Introduction to Peace Corps, the Training Program, the Basics

Phase II: Ouidah (Central Training Site)

Theme:	Learning About a Strange Land	
Week 2	Subject	Beninese Educational System, Role of Volunteer in Developing Project Plan
Week 3	Subject	Lesson Plans (general and subject-specific)
Week 4	Subject	Lesson Preparations and Presentations
Week 5	Subject	Presentations and Evaluations
Week 6	Subject	Lesson Presentations, Model School Preparation

Week 7	Subject	Administrative Regulations, Classroom Discipline, Testing and Evaluation

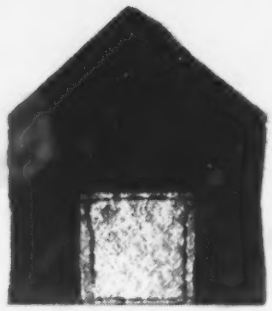
Phase III: Visit to Future Sites

Theme:	Challenging a Strange Land	
Week 8	Subject	On-the-Job Training

Phase IV: Ouidah Model School

Theme:	Field Experience Before Posting	
Week 9	Subject	Model School, Women in Development
Week 10	Subject	Model School
Week 11	Subject	Model School, Undiscussed Issues or Concerns
Week 12	Subject	Model School, Wrap-Up Sessions

As with the Environmental Action program, the Education Trainees were presented a series of learning objectives each week, as well as a list of Trainee-directed activities and selected readings. Assignments for Trainee-directed activities were not limited to technical and cultural objectives, but were also chosen to complement medical and safety presentations. Different experienced Education Volunteers were invited to stay for a time in Ouidah each week to assist the Trainees with technical and cultural studies and Trainee-directed activities. Formal language instruction conducted in the Trainees' homes was emphasized during the first two phases of training, while practice language, in conjunction with model school activities, was stressed during the last phase of training.



APPENDIX H

Sri Lanka: Training for Education (TESL) Programs[1]

Sri Lanka pioneered the use of community-based training for an education (and health) project, and showed that community-based models can be ideally suited for preparing Volunteers for teaching assignments. The Sri Lanka programs replaced the model school with student teaching assignments in functioning schools and incorporated the use of "mentor teachers" in the training process.

Training Design Outline

Sri Lanka's PST for 1996 was a twelve-week program. The nine Trainees in the Teaching English as a Second language (TESL) program were placed in three villages within a one-hour bus ride from a central seminar site in the city of Galle.[2] In Sri Lanka, there are multiple schools in a community, which afforded this program the luxury of assigning one Trainee to each school. The Trainees studied and worked in the villages during the week and participated in special training seminars in Galle on Fridays and Saturdays.

The schools used during the training period were identified by the Education APCD and an educator from the area where training would

1 A more comprehensive report of the Sri Lanka TESL training, including information on cross-cultural training, site visit objectives and activities, and training evaluation is available from the Sri Lanka Desk Officer.

2 Six Trainees in a community health program resided in two other nearby villages. The training design was the same for these Trainees; however, the Trainees performed technical practicum in cooperation with a local community health official.

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take place. Residences for homestays were located after the schools were identified, according to their proximity to the nearest training school. Homes were also located near the residence of the language instructor, who was also placed in the training community.

Because each Trainee worked in a different school, it was difficult to plan a rigid schedule for language classes and technical practicum that would accommodate the needs of all Trainees in all villages. Therefore, the Trainees were given the responsibility (with the cooperation of the language/cultural facilitator) of scheduling their own activities in the villages. The training program, however, specified a minimum number of hours of language class, applied language, and technical practice for each Trainee. This provided a framework for scheduling activities.

The following guidelines were stated in the training syllabus: "In general, you should schedule in four hours of language class each day, Monday through Thursday, and two hours of class on Saturday. However, in special cases, for instance, before and after site visits, you may be required to complete more language hours to make up for missed language hours." Likewise, Trainees needed to schedule their own hours for technical practicum and cross-cultural exercises around the times reserved for the language classes.

The Trainees filled out a schedule periodically, which was reviewed by training staff. In the weekly schedule, Trainees and staff were required to provide for 18 hours of formal language instruction in Sinhalese, 12 hours of practice language activities (including cross-cultural activities in the village), and 12 hours of technical-based field work (described below). These hours, along with the technical seminars at the end of the week, gave each Trainee about 50 hours per week of training activities.

Technical Training

For the Trainees involved in the Secondary School English Teaching project in Sri Lanka, the technical component of their training took place primarily in schools in the training communities, along side a Sri Lankan mentor teacher. While at the school, the Trainees were involved in a variety of tasks, including classroom observations, investigations into the makeup and administration of the school system, the role of English education, the completion of reading assignments on various aspects of TESL, and progressively taking an active role in conducting English lessons. The culmination of the training experience was a three-week practice teaching event in which the Trainees conducted two regular classes each day at their individual training schools under the observation of their mentor teacher, the technical coordinator, and their peers. Each Trainee spent approximately 100 hours of field work at the training school, and most conducted many more classes (and began

conducting classes earlier) than required by the training program.

The TESL Trainees received technical support from their language instructors (all English teachers themselves), their peers, PCVs, their mentor teachers, and the technical coordinator. A key program component was also the seminars conducted by the technical coordinator at the seminar center in Galle on Fridays and Saturdays. Seminar topics were based largely on needs expressed by the Trainees and resulted from their experiences in their communities and training schools. An extended visit to their future sites during the sixth week of training also provided Trainees with experience for identifying future training needs, or for tailoring the remaining weeks of training to more closely respond to the needs of their unique situations.

The Mentor Teachers

A mentor teacher at each training school was recommended either by the school principal or a local educator who assisted with training. The designated teacher was usually the teacher most active in the English Department or one who had worked with Peace Corps Volunteers previously. In Sri Lanka, teachers volunteered for the role, and there was no compensation of mentor teachers.

The mentor teacher should feel comfortable with Americans and be willing to be observed, shadowed, and relied upon for advice, suggestions, and ideas. Just as each training school was different, the mentor Teachers also varied in the way they approached their tasks. Some were extremely open to the Trainees' ideas and gave them free reign to observe and teach in the classes of their choice; others were more rigid in their treatment of the Trainee and selected lesson content themselves. Varying experiences with both schools and teachers provided Trainees with opportunities to compare and contrast their experiences throughout the training program.

The mentor teachers were, for the most part, conscientious about fulfilling the expectations for the training program determined in meetings between the teacher, technical coordinator, and school principal. But, since this was a new program, and unlike anything they had participated in before, there were misunderstandings. When small problems did arise, the Trainees worked through them on their own as much as possible using strategies discussed in the training seminars. Only once was the technical coordinator called upon to assist in resolving a problematic situation in which the mentor teacher was not actively participating in a Trainee's learning.

In all, the experience was positive for both the Trainees and the mentor teachers. For the Trainees, invaluable lessons were learned regarding

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working effectively with counterparts and students in an authentic Sri Lankan classroom environment. Also, the chance to work with a foreigner and native English speaker was a unique educational experience for the mentor teachers and their students as well.

The school principals and mentor teachers were all honored at a tea held in the city of the seminar site at the end of the school stay. At that occasion, each school was presented with a set of books, and the mentor teachers were awarded a modest honorarium. This was a light-hearted and positive way to recognize the help of the community, while bringing closure to the ten-week training school experience.

Training Stages and Curriculum

A significant part of the technical training was the field work conducted at the training schools four days per week. However, the actual processing of events that took place at the schools and communities, as well as the introduction of theory, techniques, activities and ideas, took place during the technical and cross-cultural seminars held on Fridays and Saturdays. Over the course of the twelve-week training, the Trainees participated in a total of 25 technical seminar sessions, for a total of 45 hours of formal training.

The twelve-week PST was broken down into major training events, or stages. Each stage corresponded to the appropriate developmental/transitional stage of the Trainees themselves. Within each stage of training, each week of the technical training was devoted to a particular theme that served as the basis for all the readings, tasks, and observations assigned to the Trainees to complete for the week. The weekly theme also defined content of the seminar. The stages of training and weekly themes were as follows:

Stage		Week	Theme
I.	Bridge to Training/ Orientation	1	Bridge to Training
II.	Real Life Exposure	2	Role and Status of English in Sri Lanka
		3	The Sri Lankan Classroom Experience (classroom observation)
		4	Foundations of TESL
		5	Teaching Grammar

III.	Technical Adaptation and Internship	6	Site Visit
		7	Writing Skills (practice teaching)
		8	Reading and Vocabulary Skills
		9	Managing the Classroom (practice teaching)
		10	Linking Testing and Instruction
IV.	Bridge to Service	11	Wrapping Up and Looking Ahead
		12	Bridge to Service

Seminar Sessions

With only six to seven hours each week during seminars to cover TESL theory and techniques, Trainees were given assignment packets each Saturday to complete during the following week. These packets included readings, tasks, and observations pertinent to the weekly theme. Through these assignments, the Trainees were guided to learn as much as possible about TESL and the cross-cultural implications of working in a Sri Lankan secondary school. The weekend seminars were designed to provide structure and fill in the gaps.

The seminar topics were carefully selected to provide as pertinent and readily available information as possible. Generally speaking, Friday seminars were designed to process the assignments the Trainees had done during the week, while Saturday seminars went into greater depth of the subject matter. Current PCVs were at hand during nearly all the seminars to add their own practical ideas to the theories and information provided by the technical coordinator.

Practice Teaching

The community-based training provided ample opportunity for the Trainees to observe Sri Lankan teachers and students in a realistic and typical school setting. By the eighth week of training they had demonstrated an awareness of the cross-cultural factors inherent in their job as an American English teacher in Sri Lanka, as well as the characteristics

and learning styles of their students.

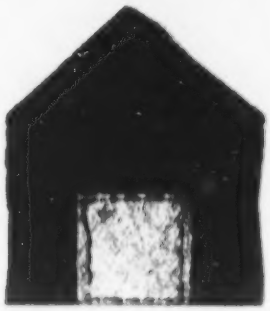
Although many Trainees had already participated in lessons at their training schools and at the schools in their future sites (in fact, it was estimated that by the eighth week of training most Trainees had already taught or participated in approximately forty lessons!), an eleven-day practice teaching period was scheduled as a time for the Trainees to apply their skills in a situation similar to their future jobs as PCVs. It was also a time for each Trainee to be observed and evaluated by the technical coordinator and other Trainees, and to receive constructive feedback on classroom performance and teaching effectiveness.

The objectives of the eleven-day practice teaching period were to demonstrate:

- An understanding of the needs of Sri Lankan students of English;
- An ability to put TESL techniques into practice;
- Classroom management and lesson planning skills; and
- Creative ways to overcome problems and constraints, such as limited resources, large multilevel classes, etc.

During the week before the practice teaching period, the technical coordinator met with the school principals and mentor teachers and asked for assistance to provide each Trainee with the same class to teach each day for the first week. After the first week,the Trainees were assigned a second class, and taught two classes for the next two weeks. The technical coordinator scheduled three observation visits for each Trainee. These visits occurred on the same weekday during each of the three weeks of the period. Trainees in each community staggered their teaching schedules to allow the technical coordinator to observe each of them and to give the Trainees time to observe one another. After each lesson (usually during the afternoon) each Trainee met with the technical coordinator to review the lesson plan, an evaluative checklist, and the technical coordinator's comments.

Success in practice teaching, as in other aspects of training, depended on each individual's creativity, dedication, and ability to solve problems independently. Unlike other model school practicums, the Trainees did not have constant guidance from the technical coordinator and peers on a daily basis. However, they did have a Sri Lankan mentor teacher, classes of familiar students whose level and capabilities had already been established, intensive observations and feedback from the technical coordinator on three occasions, and the weekend seminars to process and evaluate activities, gain fresh ideas, and refresh themselves for the following week. The Trainees took to the task well, and maintained a degree of professionalism and confidence normally displayed by a seasoned Peace Corps Volunteer.



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